DOCUMENT RESUME

ED 178 751 CE 023 179

AUTHOR	Anderson, Nancy K.
TITLE	Awareness Materials Packet. Experience-Based Career Education.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	79
CONTRACT	300-78-0541
NOTE	176p.; For related documents see CE 023 176-178 and CE 023 181
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Career Education; *Experiential Learning; Instructional Materials; Learning Activities; *Program Descriptions; *Program Development; *Resource Materials

ABSTRACT

Designed for use in providing information to others on experience-based career education (EBCE), this introductory guide supplies information at the awareness level for use prior to a decision being made to start an EBCE program. The guide is divided into five sections. The first three sections focus on an orientation to EBCE and lay out several possible information sharing functions and offer guidelines for each. The fourth section, General Program Information, contains a variety of EBCE program information and materials designed for use as handouts when making group presentations on EBCE. The fifth section, Materials and Services, provides prices and ordering information for Northwest Regional Educational Laboratory materials and services; also listed are people and material resources located elsewhere. (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178751

Awareness Materials Packet

Experience-Based Career Education
Northwest Regional Educational Laboratory

Prepared for

the United States Office of Education
Department of Health, Education & Welfare

By

Nancy K. Anderson
Education and Work Program
Northwest Regional Educational Laboratory
Portland, Oregon
Spring, 1979

CE 023 179

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

This material has been prepared by the Northwest Regional Educational Laboratory, a private nonprofit corporation.

Compilation and printing of this packet has been provided with funds from the Department of Health, Education and Welfare, United States Office of Education, pursuant to Contract No. 300-70-0541. The contents of this publication do not necessarily reflect the views or policies of the Department of Health, Education and Welfare, United States Office of Education.

FOREWORD

This Awareness Materials Packet provides an introductory guide to Experience-Based Career Education (EBCE) as it was developed by Northwest Regional Educational Laboratory. It is intended for use in providing information to others, but it can also be a means of orienting yourself. This information is at the awareness level, for use prior to a decision being made to start up an EBCE program.

Although you may already know quite a lot about EBCE--its history, major features, operating programs, and so on--we have tried to arrange this packet so that previous knowledge is not necessary. We want you to be able to use this document to take you from your first "ABC what?" question to the capability to explain and even demonstrate the concept and processes to others.

As a result, we have laid out the materials according to the various ways we anticipate you will want to use them--first to familiarize yourself with EBCE and then to respond to inquiries from others. The first three sections (see Table of Contents which follows) lay out these several possible information-sharing functions and offer guidelines for each. The fourth section, called General Program Information, contains items which can be used in a variety of ways, depending on your need for information and/or materials for handouts in a group. They are referred to from time to time in sections one through three but are reproduced only once in section four to avoid duplication. Section V: Materials and Services speaks for itself: We wanted you to know where you (and the people you will be sharing EBCE information with) could go for help after you'd exhausted the possibilities contained in this packet. So section five provides you with prices and ordering information for NWREL materials and services, along with people and material resources located elsewhere.

Samples from and references to other NWREL EBCE materials

This packet contains informational materials, participant activities, charts and visuals, typical questions and answers and more--especially samples of several NWREL EBCE materials. When pages from a NWREL document are included, their source is cited in the upper inside corner of the page (e.g., "From the Project Ideabook"). This allows the reader to get a feel for the Project Ideabook simultaneous with learning how to plan a particular orientation activity. Ordering information for the referenced material is contained in Section V: Materials and Services.

Keep in mind as you come upon these references to other EBCE documents and audio-visual aids that these items, except for the excerpts reprinted herein, are in all cases optional.

Don't get confused about pagination

Because of the numerous samples, each with its own pagination, this Awareness Materials Packet has no page numbers of its own. Instead, the five major sections have been each assigned a Roman numeral, with capital letters designating subsections within the five.

CONTENTS

		Page
I.	Orienting Yourself	I-A
II.	Brokering EBCE	
	Responding to Letter Inquiries	II-A
	Making An EBCE Presentation	II-B
	Coordinating an EBCE Site Visit	II-C
	Planning Next Steps with a District	II-D
III.	Workshop Activities	
	Introduction	III-A
	Writing a Journal	III-B
	Exploring a Career	III-C
	Getting Ready to Explore	III-D
	Individualizing Through Project Activities	III-E
IV.	General Program Information	
	NIE EBCE Flyer	IV-A
	NWREL EBCE Overview Brochure	IV-B
	NWREL EBCE Curriculum Path (visual)	IV-C
	The NWREL EBCE Curriculum (narrative)	IV-D
	Program Description from Educational Programs That Work (EPTW)	IV-E
	List of NWREL EBCE Sites	IV-F
	Five Different Staffing Patterns and Program Costs	IV-G
	Some Ways in Which EBCE Programs Vary	IV-H
	Some Typical Questions and Answers About EBCE	IV-I
	Evaluating EBCE	IV-J
	EBCE Curriculum Quizzes	IV-K
V.	Materials and Services	
	Available from NWREL	V-A
	Available Elsewhere	V-B

SECTION I-A:

ORIENTING YOURSELF

ORIENTING YOURSELF

The first step in orienting yourself to EBCE is to find out what the acronym stands for and what the words "Experience-Based Career Education" really mean. A good beginning point for doing this is to read the "EBCE Program Overview" presentation outline in Section II: Brokering EBCE. (See II-B.)

The presentation outline and the materials to which it refers (several of which are contained in Section IV: General Program Information) will lead into the concepts and philosophy of EBCE, as well as its curriculum goals and student activities. As the terminology and overall approach become more familiar, you will want to examine the other items in that section. These will introduce various staffing patterns and program costs, some ways in which EBCE programs vary, and other information about how EBCE has grown in all 50 states since 1972.

Once you understand some of these basic facts, try asking yourself some questions you think people will ask you--perhaps about numbers of students, staff and community sites; granting credit; scheduling; and so forth. Can you answer them? Some may be provided in "Some Typical Questions and Answers About EBCE." (See IV-I). If not, use the Table of Contents to help you locate materials that will give you the information you seek.

Finally, thoroughly familiarize yourself with all the resources in this packet. This will not only prepare you for the next step you will want to be able to perform--"Brokering EBCE"--but it will also round out your knowledge of Experience-Based Career Education itself.

SECTION II-A:

RESPONDING TO LETTER INQUIRIES

RESPONDING TO LETTER INQUIRIES

Anyone who has been responsible for answering letters of inquiry knows that this seemingly straightforward duty can be very time consuming. Typing and mailing take time, of course, but where your minutes are really consumed is in the drafting--finding just the right words for each request. Then comes the question: "Exactly what descriptive materials shall I enclose?" They have to be available and not too bulky.

Despite its apparent cold-heartedness, we suggest that you devise a standard response--a form letter with a few possible variations--and standard enclosures for use with first-time inquiries. This suggestion is based on two important lessons learned from experience:

1. Many people who write for information are simply curious and will do nothing more with what they receive than add it to their collection.

2. Those who find in your response something that piques their curiosity or seems to have applicability in their work will ask you for more.

On the following page is a sample "form" letter you may find useful as a basis for drafting your own standard response. As you revise it, try to make the wording sound like you. Keep a friendly, helpful tone. Also, decide now what EBCE materials you would like to include (even if they won't all go in every letter) and make a little checklist of possibilities under "Enclosures." This will enable you to photocopy an advance supply of the form and simply fill it out for typing each time. It will also help you plan which enclosures are most readily obtainable/reproducible and which you could live without. If typing is a problem, you could mail the form as is once you've filled in the blanks. This would necessitate your deleting the parenthetical notes to yourself, of course.

SAMPLE LETTER IN RESPONSE TO GENERAL INFORMATION INQUIRIES

Dear _____

In response to your inquiry about Experience-Based Career Education (EBCE), I am enclosing some informational material about the program. There are several services I can provide you regarding EBCE. These include my conducting an awareness session for you and/or other interested people in your district and assisting you in the identification of start-up assistance should you decide to establish an EBCE program.

(Include the following paragraph, if applicable. See site list, IV-F.)

You may be interested in knowing that there is an EBCE program operating in your area. If you wish to obtain information from that program or ask to visit it, you may contact:

_____

_____

_____

(Include following paragraph, if applicable. See "Materials and Services Available Elsewhere", V-B.)

There is also a State EBCE Coordinator in our State Department of Education who would be glad to give you information about services available through the state EBCE network. That person is:

_____

_____

_____

If I can be of further assistance to you, please let me know.

Yours very truly,

_____

_____

Enc. *(Copy of EBCE Program Description from Educational Programs That Work, IV-E, or other informational material of your choice)*

cc: *(Any people referred to above)*

SECTION II-B:

MAKING AN EBCE PRESENTATION

MAKING AN EBCE PRESENTATION

There is no way to anticipate every situation in which you may be asked to provide an overview of EBCE. But several types of information--including historical background, conceptual framework, curriculum goals, and student learning activities--are basic to every newcomer's understanding. So the following presentation outline is offered as one way to organize an EBCE introduction for a group, whether large or small. And we recommend that before you try to conduct an EBCE awareness session, you examine all the contents of the packet, even though you won't be using everything in any given session.

After reviewing the sample presentation and other materials, you can readily come up with a plan responsive to the needs of your audience and the time you have available. Is two hours and thirty minutes (the estimated time on the sample) more than you will have? Can you obtain the two slide/tapes called for (either from NWREL or someone in your region)? Would handouts other than those suggested be more appropriate? What special questions and concerns will your audience have, and how best can you address them? Can you think of a brief participatory activity to get people involved with EBCE?

One technique not mentioned in the sample outline is to start right out by asking either or both of two questions and listing participant answers on butcher paper or newsprint pads as a backdrop for your talk:

1. What do you already know about EBCE?

2. What specifically do you want to find out about it?

A productive wrap-up activity for an overview presentation is to have participants complete and hand in to you a questionnaire of your design covering the following points:

1. their rating of your presentation

2. any remaining questions

3. how you can help them in the future

Once you've chosen and planned your presentation, check carefully to see what items need to be reproduced to hand out to participants. Charts can also be used to prepare transparencies. If you wish to borrow, order or purchase items referred to, be sure to allow yourself a comfortable margin of time--two or three weeks at least.

ACTIVITY III. EBCE Program Overview

PURPOSE

To give participants a general understanding of the EBCE model

PRODUCT

Completed curriculum and learning strategies quizzes

ADVANCE READING FOR PARTICIPANTS

None

TRAINER MATERIALS
(in addition to participant materials)

Chalkboard or newsprint and markers
Program Overview Brochure (one per participant)
Slide/tape projector
Slide/tape #1, $(CE)_2$: Helping Youth Make the Transition to Adulthood
Slide/tape #2, EBCE: Helping Young People Make the Transition to Adulthood
Sample program materials: (one for every two or three participants)
- Student Record of Community Exploration
- Student Competencies Guide
- Student Guide to Writing a Journal
- Project Ideabook

PARTICIPANT MATERIALS

EBCE Curriculum Path
List of NWREL/EBCE sites
EBCE Curriculum Overview Quiz
EBCE Learning Strategies Quiz
Information on various staffing patterns and program costs

ESTIMATED TIME

Two hours and 30 minutes

TRAINING CONSIDERATIONS

The Program Overview described in this activity is extremely detailed. Often the trainer will find it neither necessary nor desirable to be as specific about program concepts, design and activities as this description suggests. In those instances the trainer may give a summary overview, offering detailed information only in response to specific questions.

As with Activity II in the Program Analysis Section, the content of this section is an overview of the EBCE "whole model," and it is recommended that the "whole model" frame of reference be retained for two reasons: (1) people sometimes expect to adapt just part of the model but end up wanting the whole thing, and (2) understanding the total EBCE philosophy and curriculum makes appropriate adaptations more likely.

Use of a tape recorder and cassette tapes is optional, but encouraged, since tapes prove useful once participants start making EBCE presentations on their own.

DIRECTIONS	MATERIALS
1. To prepare for the overview, list the original guidelines for EBCE development on the chalkboard or newsprint. Include these points: • Offers broad exposure to careers and chance to interact with working adults • Provides preparation for adulthood and self-sufficiency • Serves a cross section of students • Run by a community consortium of employers, labor representatives, parents, students and school personnel • Provides a comprehensive program as a substitute for high school curriculum • Uses the community as a learning resource • Located outside the traditional classroom • Offers individualized and interdisciplinary learning--not just careers (Plan to discuss these points at the end of step 2.)	Newsprint, markers
2. Describe the conceptual origins and historical development of EBCE. Depending on time allowed and anticipated interest of participants, cover the following points: • During the early '70's interest in career education increased • People became concerned about whether schools were helping adolescents become adults • Concern grew that schools were isolating students from the "real" adult world • Many persons worried that schools made young people dependent	

DIRECTIONS	MATERIALS

Many felt that the community--where work and learning can't be separated, where adults and young people aren't segregated, where responsibility must be assumed--should be the focus of an equal but different program.

Then U.S. Commissioner of Education, Sidney Marland, became interested in the concept of community-based career education, and persuaded the U.S. Office of Education to commit funds to develop it.

Four regional education laboratories were chosen to design and implement pilot versions of EBCE in a variety of economic and social settings; to evaluate results and, if it proved successful, to support and assist dissemination. The four labs and site locations are;

- Appalachia Educational Laboratory; Charleston, West Virginia
- Far West Laboratory for Educational Research and Development; Oakland, California
- Northwest Regional Educational Laboratory; Tigard, Oregon
- Research for Better Schools; Philadelphia, Pennsylvania

Explain that the four labs developed their programs within the same conceptual framework.

Talk through the guidelines written on newsprint in step 1.

3. Review the present status of EBCE.

Include the following points:

- Replication began in 1975, after two years of design and start-up, and two more years of stabilization.
- The program model is stable in design but, like all good educational models, flexible and adaptive.
- Extensive documentation (e.g., handbooks, Project Ideabook) is available for users.

DIRECTIONS	MATERIALS
• All four labs offer technical assistance. • Training and technical assistance capabilities are being transferred to state level institutions. • A national association of EBCE schools is in the planning stages as of 1977-78.	
4. Explain NWREL EBCE program's characteristics. List on newsprint and explain these characteristics: • Can provide a full-time alternative for high school juniors and seniors, equivalent to, but different from, the last two years of the traditional high school curriculum • Can serve a wide range of students, depending on a district's identified needs • Maintains its own identity within the school district • Operates with a definite structure, requirements and rules--it's not a "free" school • Emphasizes development of decision-making and other process skills which can be applied in innumerable real life situations--not just in making career choices • Offers a comprehensive, integrated curriculum, including development of basic skills (reading, math and written and oral communications) for all students • Is community-based with learning activities built around adult activities in the community where students spend about half their time • Is individualized in pace, style, content--subjects needed for graduation are learned as much as possible through individualized projects based on career and community activities	Newsprint, markers Program Overview Brochure

DIRECTIONS	MATERIALS
• Emphasizes experience-based, "hands on" learning, and use of resources • Offers students credit for learning and meeting identified objectives--students aren't paid in dollars • Puts instructors into new roles as learning facilitators or managers, rather than classroom teachers • Gives community adults a chance to become instructors--people other than certified staff can certify that learning is taking place • Allows students to accept increasing responsibility for their own decisions and actions, thereby making them active participants in their own education Point out that EBCE is a new way of blending ideas which have been around a while; though it works well for most EBCE students, it is not a panacea for all educational problems. EBCE should be one option among many available.	
5. Show slide/tape #1, $(CE)_2$: "Helping Youth Make the Transition to Adulthood." NOTE: Omit if participants have seen it, unless they want to see it again.	Slide/tape #1 Projector
6. Call for questions and answer them. Record any questions for which more information is needed.	
7. Present an overview of the EBCE curriculum. Use the EBCE Curriculum Path to guide participants' thinking. Explain the horizontal movement of the curriculum chart first. The three curriculum components are: • Basic Skills: reading, math, communications	EBCE Curriculum Path

DIRECTIONS	MATERIALS
• Life Skills: creative development, critical thinking, functional citizenship, personal/social development, science, and the competencies or survival skills • Career Development: career exploration, career decision making, career preparation in both generalizable skills and job-specific skills Explain very briefly the learning strategies EBCE uses: • Certification of Competencies (or Survival Skills) • Journals • Career Exploration • Learning Levels • Projects (individually written and prewritten) • Employer/Career Seminars • Optional Activities, such as: a. Skill Building b. Special Placement c. Tutors d. Classes	
Direct participants' attention to the definitions of these terms in the Program Overview Brochure and the handbooks.	Program Overview Brochure
If participants don't seem to understand projects, refer to the Project Ideabook, and talk through a few sample projects.	Project Ideabook
Discuss EBCE expectations for student learning, referring participants to page 4 of Program Overview Brochure.	

DIRECTIONS	MATERIALS
Include the following: • Program completion requirements developed by the original site: a. 10 projects b. Five explorations c. One learning level d. 13 competencies e. 15 hours per week at community sites f. Weekly journal entries g. Five employer/career seminars Stress that these sample requirements have been accepted by several school districts as equivalent to one year's work in traditional required and elective courses. Additional or different requirements can be adapted to reflect local needs and goals. Introduce the Learning Plan Cycle. Cover the following four points: • Assessment--individualized and ongoing; covers basic skills, learning styles, and career interests summarized in Student Profile • Planning/prescription/negotiation--uses assessment information and involves the student • Performance/staff monitoring--produces continuous information about progress and helps keep students on task • Evaluation--by staff, employers, students themselves; provides information which is incorporated into subsequent plans and projects Discuss Guidance and Accountability System, including zones, referring participants to page 4 of the Program Overview Brochure. Stress that Guidance and Accountability is integrated into the total program, not treated as a separate function. Introduce EBCE's use of the community as a resource to support student learning.	Program Overview Brochure, p. 4

DIRECTIONS	MATERIALS
Indicate that people in the community function as: • Role models • Supervisors • Providers of guidance • Evaluators • Competency certifiers	
8. Introduce and show slide/tape #2, EBCE: "Helping Young People Make the Transition to Adulthood."	Slide/tape #2 Projector
9. Answer questions.	
10. Give curriculum and learning strategies quizzes. Explain that purpose of the quizzes is self-assessment for participants. Talk through the answers, but do not collect quizzes.	EBCE Curriculum Overview Quiz EBCE Learning Strategies Quiz
11. Clarify any remaining questions or misconceptions.	
12. Close the activity.	

MORE IDEAS.....AND VARIATIONS

Another way to develop the list of descriptions in Step 1 is to ask participants to name all the ways in which EBCE differs from (1) vocational education, and (2) traditional classroom structure. Participants usually produce fairly complete lists and the activity is a good way to assess how much they understand.

SECTION II-C:

COORDINATING AN EBCE SITE VISIT

COORDINATING AN EBCE SITE VISIT

For those of you with an EBCE program nearby, the following suggestions for planning, conducting and evaluating a visit are probably self-explanatory. Common sense and courtesy will guide you in setting up the experience so as to be least disruptive to program students (and staff!) and most useful to those making the visit.

If you do not have an operating EBCE program nearby, however, do not despair. Use the "List of NWREL EBCE Sites" (see IV-F) to locate the program closest to you, even if it is in another state. Perhaps it is within range for a visit by persons who are beyond the stage of casual interest in EBCE, or by individuals going to that area for other business.

Every EBCE program, whether your next-door neighbor or not, is accustomed to peoples' desire to see the idea in action. With proper preparation and arrangements beforehand, even a distant site can serve your occasional demonstration purposes quite well.

ACTIVITY III. Planning to Visit an EBCE Site

PURPOSE

To prepare participants for their visit to an EBCE demonstration site

PRODUCT

List of questions to ask EBCE students and staff on site

List of participants' expectations

ADVANCE READING FOR PARTICIPANTS

None

TRAINER MATERIALS
(in addition to participant materials)

Newsprint, markers
Lined tablet paper
Pencils

PARTICIPANT MATERIALS

None

ESTIMATED TIME

30 minutes

TRAINING CONSIDERATIONS

The site visit can be more beneficial if participants have time to prepare for it. Demonstration site staff should be notified well in advance of the site visit. Determine what participants hope to learn from the visit, and make these expectations known to site staff in advance. In addition, inform the participants of any restrictions on their time or activities at the EBCE site so that awkward situations may be avoided.

Be sure to arrange for transportation ahead of time so that last-minute logistics won't be a problem. If the group is providing its own transportation, give explicit directions or draw a map to guide visitors to the EBCE site.

DIRECTIONS	MATERIALS
1. Describe what the visitors can expect during the visit to the EBCE program. Describe some of the EBCE characteristics participants will see in action: • Location within larger school setting • Informal atmosphere • Students working alone or in small groups (most students will be out in the community) • Students coming or going according to appointment/work schedules • Staff working with individual students or small groups • Resource or library area • Study areas • Staff work areas	
2. Define any limitations on the visitors' activities while at the site. For example: Visitors are not free to interrupt a student and staff member in conference; some program files are open to visitors, others are not.	
3. Ask participants to name specific things they want to see, do or learn at the EBCE site. List the items on newsprint. Write out what participants want to learn from students. Ask participants to list their own items as a sort of checklist.	Newsprint, markers Lined paper, pencils
4. If necessary, plan ways to meet these requests while participants take a break. Be sure to notify site staff of any requests for specific information.	

ACTIVITY IV. Visit to the EBCE Site

PURPOSE

To provide participants an opportunity to see firsthand an EBCE program in operation

PRODUCT

None

ADVANCE READING FOR PARTICIPANTS

None

TRAINER MATERIALS
(in addition to participant materials)

None

PARTICIPANT MATERIALS

None

ESTIMATED TIME

Two hours

TRAINING CONSIDERATIONS

An EBCE site visit can be handled in various ways, depending on the time available and the wishes of the site staff and administration. Some sites designate a staff person to serve as a guide while others prefer that the trainer fill this role. Most site visits include a brief tour of the facility, during which visitors meet or observe staff and students, and see specific points of interest; a formal presentation by staff and students or an informal discussion; a general question and answer period; and time for informal browsing through the facility.

It is imperative that these activities be arranged well in advance and confirmed with site staff just before departure for the site. Also extremely important is planning the visit so that visitors have an opportunity to talk informally and, if they desire, privately with students. Experienced trainers report that no information source is more impressive to visitors than students' personal reports on what and how they are learning.

DIRECTIONS	MATERIALS
1. Visit the EBCE site as planned. Introduce visitors to the staff person serving as a guide. 2. Let visitors tour the site briefly with the guide. Be sure that specific items of interest identified by visitors during the previous activity are pointed out. Answer visitors' questions. 3. Allow an opportunity for visitors to browse informally through the site, if they wish. Note: This usually results in visitors' talking informally with staff and students. 4. Convene visitors for a presentation or a discussion by EBCE staff, students, parents and community persons (optional as appropriate). 5. Close the visit with a question and answer period.	

MORE IDEAS.....AND VARIATIONS

1. Logistics may require that you complete Activity V (Deciding whether to adopt EBCE) before the site visit.

2. If your location permits, you may want to visit more than one site.

3. As an alternative or supplement to a site visit, consider these suggestions for getting participants in contact with EBCE program people:

   a. Invite several students who have graduated from the program to answer questions.

   b. Suggest that students bring their parents.

   c. Have lunch at a restaurant or home of a parent or community volunteer.

   d. Invite one or more community volunteers to join you for lunch or coffee.

4. If there is time and it is convenient, arrange for participants to talk to other people, such as;

   a. A program evaluator

   b. A local principal or other administrator who supports EBCE

SECTION II-D:

PLANNING NEXT STEPS WITH A DISTRICT

PLANNING NEXT STEPS WITH A DISTRICT

The Chronology Established By NWREL

It has been the experience of NWREL EBCE staff that the need for information and technical assistance usually grows from casual interest to specific training. As a result, NWREL materials and services have been developed to respond to each of several stages:

1. general interest = EBCE Awareness Session (preceded by letter of inquiry and including a visit tc an EBCE site)

2. serious consideration = EBCE Program Analysis Session

3. decision to implement = EBCE Program Planning Session, EBCE Operations Staff Training Session, and Evaluation Consulting

4. program operation = EBCE Follow-Up Technical Assistance

Except for stage 4, these materials and services are described in the following brochure, Experience-Based Career Education: Making It Work For You. An excerpt from the EBCE Trainer's Handbook on follow-up technical assistance immediately follows the brochure. Current prices for all items are listed in Section V: Materials and Services.

How You Can Work With A District

Most likely, the sequence described above will probably be very similar to that which you will follow with a district whose general curiosity develops into genuine commitment to adopt EBCE. Of course some steps may be repeated along the way, and some may overlap or get a bit out of "sync." But overall the growth from general to specific will guide you as it has NWREL staff.

If you are an NDN State Facilitator (see next page), you may perform some functions in addition to those listed above. You will need to explain to a district the various funding options available to them for start up, and you will need to assist them in understanding the implementation requirements to get further assistance from you as a State Facilitator.

You know best what funding sources are available in your state and what requirements a district must meet to obtain your assistance. For a partial list of sources EBCE has already tapped, see "Some Typical Questions and Answers About EBCE," Section IV-I.

A SPECIAL NOTE TO NDN STATE FACILITATORS: EBCE and JDRP

The primary goal of the National Diffusion Network is to facilitate adoption of Joint Dissemination Review Panel (JDRP) approved programs.

As a JDRP-approved program, NWREL's EBCE is required to name its identifying and essential characteristics. These characteristics may be used by potential adopters to determine whether or not their intended program can be accurately described as a NWREL EBCE adoption.

Two instruments have been developed by the NWREL EBCE evaluation staff to assess the program processes being utilized and to determine the degree of fidelity of the replicated program to the NWREL EBCE model: the NWREL EBCE Process Checklist and the NWREL EBCE Essential Characteristics Checklist.

These instruments were developed by NWREL to--

1. provide descriptive information to NWREL staff on local program characteristics and the degree of fidelity of the local model to the NWREL EBCE model

2. estimate program drift in essential program features and processes over a period of time

Local project staff can use the results of these two instruments to--

1. gain feedback on the extent to which they are implementing the EBCE model

2. identify any operational areas they may wish to change in order to meet original expectations

3. document local deviations from the EBCE model

Both instruments should be completed by the project director and evaluator from two to four months into the program year after the program has had a chance to stabilize. Administration at an earlier date would result in information more subject to change as the implementation adapts to local constraints or demands. Later administration would delay providing feedback to the local staff concerning discrepancies between their model and the NWREL EBCE model.

Both instruments can again be administered about a month or two before the end of the year to assess the amount, if any, of program drift during the year when compared with the first results.

The EBCE Essential Characteristics Checklist assesses a new program on its degree of fidelity to the original NWREL EBCE model in the following areas:

- as an individualized program
- as a community-based program
- as an experience-based program built from the career activities of adults
- as a comprehensive and integrated program with its own identity within a school
- as a program that places a major emphasis on the career development of students

The EBCE Process Checklist assesses the degree to which a program is:

- addressing original NWREL EBCE curriculum objectives
- following recommended management and organization processes
- requiring of students original EBCE curriculum learning activities
- providing recommended student services

Copies of these two instruments are in the Reproducible Materials section of Volume 5, Evaluation, of NWREL's EBCE Implementation Handbooks, obtainable from NWREL (see Section V: Materials and Services).

For prices of these materials and services, see V-A

Northwest Regional Educational Laboratory

EXPERIENCE-BASED CAREER EDUCATION: MAKING IT WORK FOR YOU

Many people interested in EBCE are not quite sure where to begin gathering more information on how it can be adopted or adapted to fit the needs of their local community. The Northwest Regional Educational Laboratory's Education & Work Program has designed materials, information sessions and training workshops to help people find out more about EBCE and to assist them in making it work in local settings.

How can NWREL help you?

Find the category below that best describes where you are in your thinking about EBCE and then choose among the various information and training options. Experienced staff are available to help you with specialized training, planning and seasoned advice in designing local program adaptations. Contact NWREL for specific information on how to acquire the materials, training and assistance that will meet your needs.

A You are interested in finding out more about EBCE.

Consider the following options:

EBCE Awareness Session--a two to four-hour presentation that explains the EBCE concept and gives a general overview of the program.*

Content: Defines the structure of the EBCE program, discusses learning strategies and materials and answers general questions about program adoption.

Audience: Anyone who wants to find out what this educational alternative is all about.

Slide/Tape Presentation #1: Introduction to EBCE--This 17-minute slide/tape can be loaned at no cost to interested agencies and communities. It provides a general description of the concept of Experience-Based Career Education and introduces general strategies and goals of the program.

EBCE Program Overview Brochure--Available on request from NWREL, this 12-page brochure briefly describes various aspects of the EBCE program.

**To arrange for a time and place, contact the Education & Work Program*

For more information, contact: Education & Work Program
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204 (503) 248-6822

B You are seriously considering the EBCE program and its strategies as options for your community.

One or both of the following options should interest you:

Slide/Tape Presentation #2: EBCE Learning Strategies--Available on loan at no cost to interested schools and districts, this 17-minute slide/tape describes the curriculum and learning strategies of the EBCE program. It is organized around the actual experiences of one student in the program.

EBCE Program Analysis Session--a one to two-day session that explains key features and processes of the program in sufficient depth to facilitate an informed decision about adopting all or parts of EBCE in a local school setting.*

Content: Focuses on program procedures and delivery strategies and on specific resources needed to initiate and operate the program.

Audience: School Board members, Youth Council members, administrators, directors of community-based organizations, state department of education officials, directors of career education and special programs, CETA prime sponsors.

C You definitely plan to implement the total EBCE program.

The following training and materials are essential:

EBCE Program Planning Session--a two to three-day workshop to help program planners understand the tasks necessary to prepare the schools, community and students for this joint venture in education and to assist planners in developing timelines, task assignments and budgets necessary to implement the EBCE program.*

Content: Introduces the EBCE handbooks (see next page), outlines planning steps that must be taken, delineates decisions that must be made and provides consultation with local planners.

Audience: Administrators and operations staff who are responsible for planning and initiating the total EBCE program.

EBCE Operations Staff Training Session--a four to five-day workshop to prepare local EBCE staff for the task of working with students and community members on a daily basis to operate an EBCE program.*

**To arrange for a time and place, contact the Education & Work Program.*

Content: Includes NWREL staff presentations, role plays, process skills practice and specific preparation of individuals for each staff role in EBCE. Basic reference materials are included in training contract; supplementary materials are available at cost (e.g., Project Ideabook: Sample Student Projects Using the Community as a Learning Resource).

Audience: Those individuals who will work directly with students and the community in the operation of an EBCE program.

EBCE Handbooks--A set of five handbooks describe from start to finish the processes for planning and operating the total EBCE program, with practical suggestions on procedures to follow and adaptations to make. These handbooks are available without training for planning purposes, but we strongly recommend training (EBCE Program Planning Session and EBCE Operations Staff Training Session) for agencies and communities wishing to implement the program. The five handbooks are:

Management & Organization: Suggestions for program planning, staffing, management and community linkages.

Curriculum and Instruction: Explanations of the content and processes of student learning in EBCE and the resources a community-based program makes available to students.

Employer/Community Resources: Suggestions for recruiting, developing and using private and public sector sites to support student learning and career development.

Student Services: Considerations and procedures for recruiting students, orienting them to the program, recording their academic progress and supporting and guiding their personal career growth.

Program Evaluation: Suggestions and "how to do it" advice for persons responsible for evaluating the nontraditional alternative called EBCE.

The EBCE Trainer's Handbook--a three-section volume of instructions for conducting the technical assistance sessions described in A, B and C above: Program Analysis, Program Planning and Operations Staff Training. Each section/session is divided into activities with purposes, products, advance reading, materials needed, and step-by-step instructions for conducting the activity. This handbook was developed to facilitate the preparation of personnel from LEA's, universities and state departments as EBCE program analyzers, planners and trainers.

D You definitely plan to use selected EBCE strategies in an existing program.

NWREL has identified certain EBCE processes and materials that by themselves can be used to supplement or extend traditional classroom activities. Consider the following options:

EBCE Program Analysis Session--see B .

Seminar on How to Adopt EBCE Strategies--A three to four-day workshop that prepares local staff members to use selected components of the EBCE program to supplement existing work experience or career development programs.*

Content: Focus on the development of basic skills, job skills and life skills by using community sites for student learning and by using the student project as a primary means of individualizing instruction. Basic reference materials included in workshop. Supplementary resources available at cost.

Audience: Individuals who will be using selected EBCE strategies with students in existing programs.

To serve the increased demand for materials on how to use community resources for general educational purposes, NWREL released five new products in summer 1977 for widespread use. Content for each is built on the EBCE experience both in the Northwest and around the nation:

Experience-Based Learning: How to Make the Community Your Classroom: A practical guide to community-based experiential learning strategies written for classroom teachers as well as program planners and administrators. Describes tested and validated procedures developed in EBCE in terms that are readily adaptable to a variety of education and work settings.

Supplementary Materials: The following resource booklets are available to help organize community-based activities into systematic learning experiences for students.

Student Guide to Writing a Journal: Informally written explanation of the process of keeping a journal to help adolescents take stock of their lives, their ambitions and their daily problems. Encourages self-reflection about experiences and life goals. Builds dialogue between the student and adults.

Student Competencies Guide: Survival Skills for a Changing World: A workbook to help young people acquire skills they'll need as adults such as income tax filing, handling a bank account, buying insurance and coping with emergencies. By following the steps outlined in this guide, students can complete specified competencies and then seek certification of their performance from volunteers in the community who have been identified as experts in the given areas.

**To arrange for a time and place, contact the NWREL Education & Work Program.*

Student Record of Community Exploration: Exploring career sites becomes educationally productive when students have clear guidelines for their investigation. This workbook helps youth match their abilities, interests and needs with those required for any field of work in the community.

Community Resource Person's Guide for Experience-Based Learning: A brief booklet telling community people about experience-based learning and how they can participate. Contains short, straightforward suggestions to help resource people create effective learning opportunities for students. Motivates their involvement for a successful school-community team effort.

[E] You would like assistance with EBCE evaluation.

The Program Evaluation Handbook: (included in the complete set of EBCE handbooks listed under [C]) is also available separately to assist persons responsible for evaluating EBCE or nontraditional alternatives like EBCE.

Consulting--NWREL offers assistance in designing evaluation plans and the conduct of third-party evaluations. Workshops for training in the evaluation of EBCE may also be arranged.*

To arrange for a time and place, contact the Education & Work Program.

TECHNICAL ASSISTANCE IN EBCE

Many EBCE programs can benefit from technical assistance following the planning and training sessions described in this Handbook and after initiation of their program with students. The emphasis during follow-up technical assistance, like that during the training sessions which precede program operation, is on helping local staff do what they want to do for their students and their community. This means continuing to help them adapt the EBCE model to suit local needs while protecting the basic integrity of the EBCE concepts.

The person providing technical assistance serves the local EBCE program as consultant, facilitator, information source, trouble-shooter, diagnostician, advocate and moral supporter. He or she helps staff meet local needs by using experience with other sites and knowledge of the EBCE model as a context in working through local situations and issues.

Of course, different EBCE programs will have different technical assistance needs, depending on staff competencies and roles. Often the help a consultant provides consists primarily of reviewing items introduced in earlier contacts, perhaps following them through to completion. Sometimes a single aspect of the program may need intense work, while at another site staff may want to review the entire program to get feedback and refinement hints. Always the beginning point is what local staff feel they need and what they are able to do in their situation.

Because technical assistance is a response to particular needs and often varies from one site to another, no agenda parallel to those in Program Planning and Staff Training activities can be offered here as a guide. These must be developed on a site-by-site basis as part of planning a technical assistance visit. However, there are some considerations that are common to many technical assistance situations.

Technical assistance visits should be planned so that full value of the time and money spent is received by the local program. An advance agenda is a good idea but any agenda developed should not only emanate from locally expressed needs but should be modified as soon and as often after arrival at the site as necessary to continue to be responsive. Often technical assistance needs can be determined during or at the end of the Staff Training Session so that tentative agenda items can be agreed upon before leaving the training site.

After the program staff have identified their wishes and needs, the number of technical assistance days to be provided should be determined prior to the visit and arrangements made to cover expenses incurred when that is appropriate.

From the perspective of those receiving technical assistance, working consistently with one or two trainers is preferable to "initiating" a new trainer each time assistance is necessary. The time spent orienting a new trainer to the site can be a source of irritation to local staff. And work often proceeds more easily on a return visit because trust has already been established.

There are, of course, exceptions to the above. Occasionally, a different consultant can provide an invigorating change and be both source and stimulus for new ideas and solutions to problems. Experienced EBCE staff members from well-established sites have proven effective in providing problem-solving consultation to the staff of newer EBCE programs when their experience matches the needs identified by the site requesting assistance. Whenever there is a change in the consultant working with a site, the new consultant's job can be facilitated with a thorough briefing by the trainer formerly assigned to the site.

Giving technical assistance in program evaluation is a particularly sensitive task. It cannot be too strongly emphasized that the purpose is to aid local program staff in making their EBCE program what they want it to be; it is <u>not</u> a way of policing the program. The person offering technical assistance in evaluation is responsible for helping local staff see program evaluation as a facilitative rather than punitive factor.

Much assistance to distant EBCE programs can be given by telephone, saving both time and money. The trainer should keep detailed notes of the topics discussed during the telephone consultation and prepare a copy for the file and for the local programs concerned.

In summary, technical assistance should be supportive, competent, practical, creative, and as inexpensive as possible in helping local educational organizations reach their goals for students through EBCE.

SECTION III-A:

INTRODUCTION

INTRODUCTION

The following activities have been created with two major purposes in mind:

1. to offer examples of how EBCE learning strategies can be introduced by means of hands on activities

2. to reference several of the materials available to persons interested in the how-to of EBCE

The first purpose derives from the EBCE philosophy of "learning by doing": people grasp concepts, ideas and procedures better if they can try them out for themselves. Students in EBCE find this an exciting aspect of the approach to learning in this program, and it has been our experience that workshop participants like it too.

It is not coincidental that these participatory activities focus on the processes of career exploration, project development and journal writing, for these are three major learning strategies through which EBCE's student-centered, individualized, interdisciplinary learning is delivered.

It is also by design that excerpts from a variety of materials are included in the activities, when either of two sources--The EBCE User Handbooks or the Experience-Based Learning book--would have been sufficient to explain all of the processes. We prefer that you, the facilitator, as well as your workshop participants, get a glimpse of some additional ones--including the Trainer's Handbook, the Project Ideabook, and the student packets used in career explorations and journal writing.

You will notice that the minimal reading materials necessary for orienting yourself to the particular learning strategy (career exploration, journal, project) are included here. Similarly, participant handouts may be photocopied from the attached samples. Although we anticipate that both you and the participants will probably have received previous introduction to the concept and the program (through an overview presentation, viewing of the slide/tapes or background reading, for example) these activities are written to allow you and a workshop group to jump right in even without prior experience with EBCE.

So, try them out. And design some more of your own. Once you're familiar with EBCE, it will be easy for you to figure out ways to get people participating in any of the program processes.

SECTION III-B:

WRITING A JOURNAL

WRITING A JOURNAL

Purpose

To orient participants to the EBCE journal as a two-way communication between student and staff

To emphasize its unique effectiveness as a guidance strategy through participant practice of the process

Materials You Will Need

1. (Optional) One copy per participant of the "NWREL/EBCE Curriculum Path" (see IV-C).

2. One copy per participant of "Student Journals" overview pages (pp. 411-12 from Curriculum & Instruction handbook).*

3. One copy per participant of "Writing A Career Journal" visual (p. 452 from Curriculum & Instruction handbook).*

4. One copy per participant of "Getting Down To Writing" (p. 19 of Writing A Career Journal).*

Directions

1. Briefly explain what a journal is and what it is designed to do (To orient yourself, first read excerpt from "Student Journals," pp. 18-23 of Experience-Based Learning: How To Make The Community Your Classroom).*

2. Distribute participant materials.

3. Talk through "Student Journals" and "Writing A Career Journal" and answer any questions.

4. Explain upcoming activity and point out "Getting Down To Writing" as an example.

5. Conduct the activity (as laid out in the attached excerpt--pp. ST-51 & 53--from "Staff Training" section of Trainer's Handbook).*

Estimated Time: One hour

---

*All found in this Section, III-B.

STUDENT JOURNALS

The journal is a way for students and staff to share thoughts and feelings with each other through a series of journal entries written and responded to on a regular basis over an extended period of time.

THE PURPOSES OF THE JOURNAL

1. encourage students to build trust relationships with adults who offer feedback that is personally relevant to their individual characteristics and experiences

2. increase student skills of organizing and expressing thoughts and feelings

3. help students improve their awareness of self and career/life options by recording and reflecting on experiences they are having in the community and in their personal lives

4. help students draw connections between their present experiences and future aspirations

5. enable staff to respond more individually to each student and to keep in touch with changes that may affect program performance or personal development

THE PEOPLE INVOLVED

Because the learning manager (LM) has the closest and most continual contact with students, that person serves as journal correspondent. Some procedure, however, should be agreed on whereby a student may change correspondents should there be reasonable cause.

RELATIONSHIP TO INDIVIDUAL LEARNING PLANS

The journal relates to all program learning strategies in that students are encouraged to use their journals to express opinions and observations about the impact of learning activities on themselves. The journal exercises student abilities to integrate separate experiences into a "total picture" of self and goals, a

process critical to the negotiation of individual learning plans. The journal also helps build the information base and feeling of trust and reciprocity necessary for all student/staff negotiations.

While not intended for Basic Skills prescription purposes, the journal can serve as an additional basis for negotiating specific Basic Skills activities appropriate for each student.

EXPECTATIONS FOR STUDENTS

Students are expected to complete at least two standard notebook pages per week in their journals. Staff correspondents respond regularly and in writing to journal entries. They also have conferences with students to further discuss journal entries. Entries are considered confidential and are not shown to anyone without student permission.

STUDENT JOURNALS

As more and more schools recognize the value of students going out into the community for many of their learning experiences, having students keep a personal journal can become a valuable tool for regular communication between staff and students. The journal can serve as a kind of two-way diary, allowing staff and students to keep in touch with each other on a regular basis over an extended period of time. Each student should write to a regular correspondent—a teacher, counselor or other adult who can help the student gain perspective and learn more about the art of communicating.

What Students Write About and Why

A journal is one of the best ways to help students begin a lifetime of learning using everyday happenings as the starting point. Journal writing is generally used in community-based programs because it encourages students to reflect on the meaning of their experiences. It works well in classroom settings, too, for the same reason. The process is helpful if you believe young people can learn about *themselves* from activities as diverse as watching television, reading magazines, talking with friends, visiting with a grandparent or playing soccer.

Practitioners of experience-based learning believe there is something to be learned in almost any activity if students gain skills in tying their experiences together. That's where feedback from a concerned adult—a correspondent—comes in. The journal is not only a record of experience but a guidance tool, enabling staff and student together to compare the student's changing opinions, interests, attitudes and values over a period of time. While the journal approach cannot substitute for other teaching/learning modes, it can point out how learning is a total process requiring all our senses.

Helping Students Write Journals

A journal writing guide can be used to orient students to the process and can serve as a reference through the year. Such a guide should identify the journal's basic purposes, give examples of student writing and state program or class requirements for completing journals. Figure 2-1 is a sample page from such a guide. This sample indicates the kind of information that can help students gain introspection about the events in their lives.

Review journal writing guidelines with students and read facsimile entries to help students understand the kinds of entries they can write. (See Fig. 2-2, page 24, as an example of journal writing guidelines.)

Exercises to help students start writing are helpful orientation activities—for example, free association games, make-believe letters or jotting down ideal characteristics of a journal correspondent. One way to help those

Getting Down To Writing

Remember, what is important is to share ideas, work out your thoughts or create. The journal is not so much a point-by-point description of your daily activities as how you think and feel about them. For example, don't just limit yourself to saying:

I overslept this morning and missed my bus so I was late to school. Mr. Lyon chewed me out because I missed my appointment with that metal sculptor we'd arranged for me to interview. It was just an all around rotten day, but tonight Jan and I went out for pizza and talked til midnight so I feel better about life tonight. But I'm sleepy. So that's it for tonight.

You see? You already know what you did. Put the events of your life in a context of thinking and feeling, evaluate them a little bit. Did the experience change you, affect you in some way or give you a special insight? How do you feel about the situation? What do you think about it? What effects do you predict the experience will have on your future actions? Learn from what you write. The journal will inform you only to the degree that you inform it. Discover what is interesting to you by writing it down. Concentrate on your reactions, your observations and your judgments about what's happening to you.

Figure 2-1. Helping students know what to write in their journals. (From *Student Guide to Writing a Journal.* Portland, Oregon: Northwest Regional Educational Laboratory, 1977, p. 3.)

students who freeze before writing might be to ask them first to use a tape recorder to talk to their correspondent and then simply transcribe what they've said.

The actual format of student journals can vary. Many programs ask students to keep their journals on regular notebook paper in a three-ring binder. In other instances, a stenographer's pad with lines down the middle of each page serves as a handy way to separate student and correspondent comments. No matter how students decide to organize their entries, it is important that journals have continuity and be more than just a collection of separate sheets of paper.

Setting Expectations

When adopting the journal strategy, you should establish requirements that can be reasonably met by students and correspondents alike. Some programs or classes using the journal strategy ask students to make daily entries; others ask for weekly entries. The choice may hinge on how much time you have to read and respond to the journals. If you adopt the journal process described here, consider staff work loads and how many journals can be given full attention on a weekly basis.

More important than the *amount* of journal writing is the issue of *what* the students write. Even though it sounds vague, some staff correspondents have found it useful to specify merely that students must write about "something that really matters to them." If they feel students are writing superficially, then they discuss this reaction with students in order to help them start using the journal as it is intended. Success of the journal hinges on students learning to communicate thoughts and feelings over an extended period of time.

Identifying Correspondents

Try involving several staff in the journal technique. Giving students a chance to write to an adult with whom they feel comfortable is important in experience-based learning. Involving other teachers also facilitates the journal's use as an integrating tool, particularly if those teachers are responsible for different subject areas.

Staff soon discover that journals offer an unusual vehicle for building their own awareness and sensitivity. Correspondents must be committed to the purposes of the journal and be willing to put some effort into making them work. Building trust relationships is not an automatic activity; staff and students both must take time and energy to write, respond to and follow through on journal entries. Also, they must feel positive enough about the journal to be honest about themselves and their feelings. While special training is certainly not necessary, some interpersonal skills (for example, feedback strategies like paraphrasing and describing one's own feelings) are often used by successful correspondents.

Responding to Student Journals

Encourage students to stretch their imaginations in their journal writing. You want them to learn to express accurately the things that are happening to them and their important feelings. Keep in mind, however, that correspondents should not be directing students but rather helping them to be themselves. Weigh the timing and appropriateness of suggestions carefully to avoid sermonizing. One well-chosen question can often be worth 1,000 words of advice.

Students will be writing about themselves in relation to community and school experiences. They should think about *integrating experiences, self-awareness and career development.* The following are issues and questions in these three areas that you as a correspondent might stress as you respond to students and encourage them in the journal writing process. (Your responses can be conveyed both in writing and in discussion with the student.)

Integrating experiences. An important part of experience-based learning is helping young people gain the ability to perceive relationships among interests, abilities and things they are doing now, both in school and out of school. Following are some typical notations that might help students increase their ability to integrate experiences:

- What did that experience mean to you? Could you do something about it if you had more skills? What skills?
- You don't seem to like the precision your mathematics teacher asks from you, yet you are interested in studying social sciences in college. That field calls for careful attention to details (research and statistics, for example). Perhaps you should think more closely about why you rebel against being precise.
- I gather you don't like the reading you do in literature class, yet you are full of stories about your life that make great reading for me. Why do you think you don't like to read stories but do like to tell them?
- Have you noticed how well you seem to handle situations with people? Have you thought about ways to polish your personal skills? What do you suppose you could do with these skills in the future?
- You have great dreams but you hop all around when it's time to make choices about classes. Why is that?
- You like carpentry with your neighbor but you can't stand it in your shop course. Think you just like working with your neighbor no matter what?

Self-awareness. You can help students be open and direct in their journals by being equally straightforward in your responses. The simplest way to encourage self-awareness is to be honestly critical of things you find hard to believe and share personal experiences which illustrate your own growth in self-understanding and honesty.

Helping others learn to look inward is an art. You must be willing to go on hunches; poke a little and see what happens. But be careful. You are not a psychotherapist; you are simply trying to give realistic feedback. In short, everything done with the journal should in some way help students increase their skills of self-reflection.

Example:

> *That was quite a journal entry, Anne. If it was an accurate picture of your week, I'm concerned. I get the feeling nothing interests you, that you'd rather be somewhere else doing something else. Do you really feel that way? What can we do together to improve the situation? Next time would you tell me about the work you've been doing and the people you know who could help you get more interested in what you're doing? I really want to know you better but I need your help.*

Avoid responses like "OK," "doing fine," or "keep it up" but try instead to focus on something specific in the entry itself: "Your words are telling me one thing but the experiences you describe suggest there's more. Didn't that person's actions bother you at all?" Pick up on apparently casual comments and lead the exchange into more subtle kinds of observation.

Career development. If you believe that everything we do in our lives can have career-related overtones, then you will want to help students think through their personal interests and lifestyle preferences as these factors relate to work environments. Help them see how their present experiences already require them to make important daily choices and that events, activities and environments they are encountering have direct impact on the quality and content of their lives, now and in the future.

Watch out for your own biases, though, including responses that imply any kind of sex stereotyping. You may be responding in ways that indicate a difference in career possibilities for females or males and not even know it. Avoid channeling students into careers; instead urge them to consider a variety of possibilities and to develop the habits of self-analysis and critical thinking necessary to match themselves with career options. Questions like these may help students get started on systematic career development:

- What are you interested in doing? What kinds of jobs seem to fit your skills now (or skills you could develop)? Do you know anyone already doing those kinds of things? Someone you know or read about?
- What do you think might happen to your other interests if you spent a lot of time working at that particular one? If you took a job like that what would it mean to your free time? Do you see yourself raising a family? Could you raise a family if you had that lifestyle? Would you want your kids to pursue those kinds of dreams?
- Do you like having free time? What do you think you'd do if you had all the free time in the world?

- You sound as if you don't like people telling you what to do. What if you were working? Does it make a difference if you're getting paid to do what someone tells you?
- I gather you like working with animals. Do you want to do that for a living? What kinds of jobs do you think you could get? Would they satisfy your other interests? Do you think you could cope with the same routine every day? Have you thought about wildlife management? Or being a veterinarian? Let's talk about these possibilities sometime.

Effective journal responses. Be careful about using journal entries as a basis for teaching writing or grammar. If red-penciling grammatical mistakes or making writing assignments becomes the top priority, journals lose their effectiveness as a way to keep in touch with students and for students to keep in touch with themselves. That is not to say journals cannot be used to improve a student's writing skills; in fact, students will often request such feedback on their journals, particularly if they are having difficulty saying something that's important to them.

Correspondents can point out weaknesses in writing indirectly through comments such as, "I can really sympathize with what you are trying to say but I'm not sure that I completely understand what you wrote here," thereby laying the groundwork for a talk about writing skills based on the student's perception of a real need. By encouraging students to put some effort into being accurate about what they are saying, correspondents can help students take pride in their ideas and opinions.

Remember, the regular activity of formulating, organizing and expressing ideas builds self-understanding as well as communication abilities. It is a means of organizing feelings and thoughts that might otherwise remain vague and formless. You don't have to be trained as a writing instructor to encourage students to do this. What is important is that the correspondent respond to the student's expressed intent and meaning rather than judge written style or content.

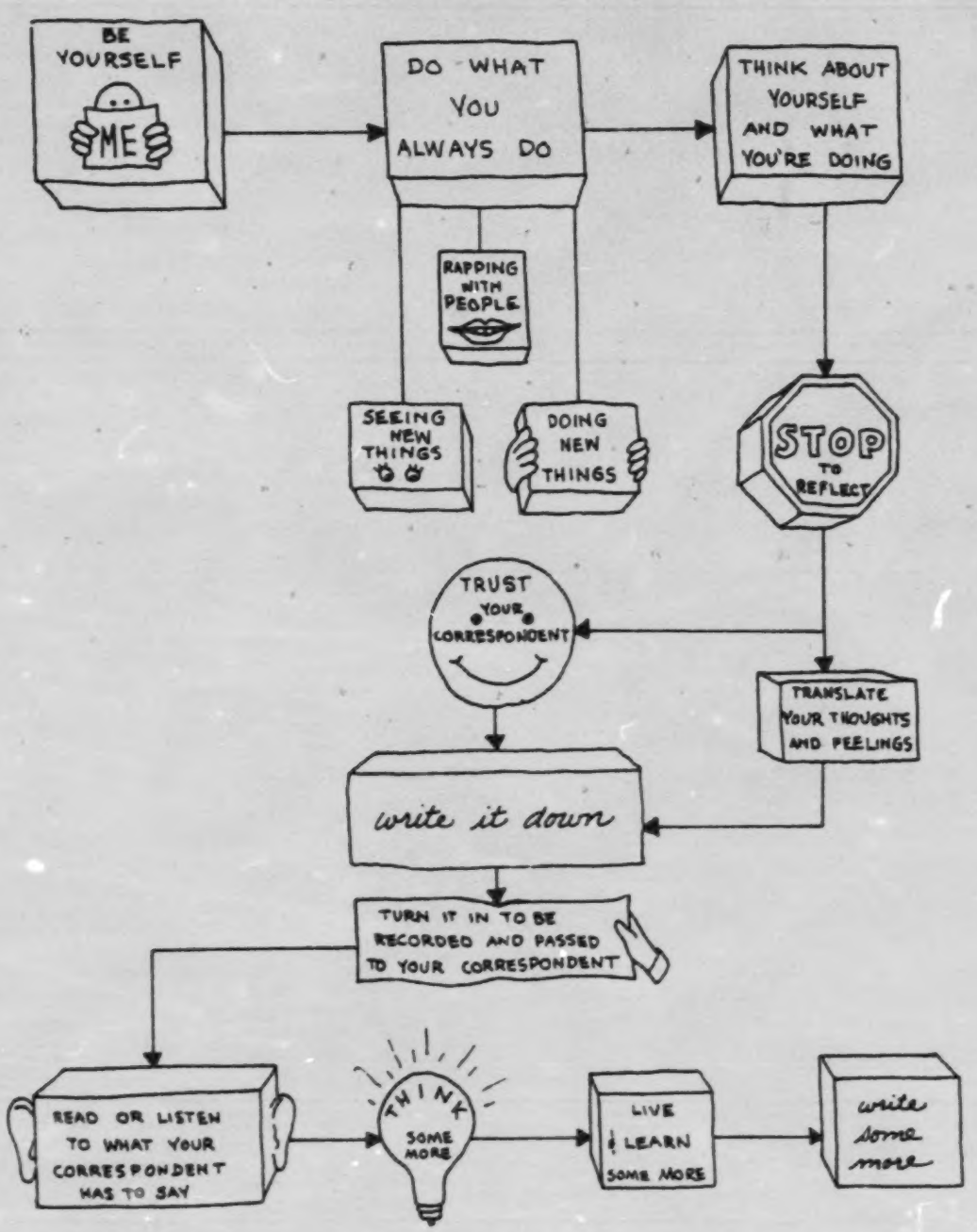
Example:

> *I am a little bewildered by your last journal entry. I tried to piece together the drawings and the words and I have seen the model you are building, but I need more help understanding what you mean. How about writing it out for me another way? Or bring in your plans sometime and explain them to me. We could tape-record your explanation, then let you hear the difference between your writing and speaking.*

Discussing Journal Entries in Person

Personal conferences are one way to keep track of the journal process. Students' problems with journals can range from laziness to hesitations about

Writing a Career Journal


BE YOURSELF
ME
DO WHAT YOU ALWAYS DO
THINK ABOUT YOURSELF AND WHAT YOU'RE DOING
RAPPING WITH PEOPLE
SEEING NEW THINGS
DOING NEW THINGS
STOP TO REFLECT
TRUST YOUR CORRESPONDENT
TRANSLATE YOUR THOUGHTS AND FEELINGS
write it down
TURN IT IN TO BE RECORDED AND PASSED TO YOUR CORRESPONDENT
READ OR LISTEN TO WHAT YOUR CORRESPONDENT HAS TO SAY
THINK SOME MORE
LIVE & LEARN SOME MORE
write some more

DIRECTIONS	MATERIALS
Encourage staff members to decide precisely how they stand on the issue of journal content and confidentiality and to include these guidelines in the Student Handbook.	
16. Ask each participant to write a journal entry.	
Give participants about 10 minutes to write a sample journal entry, using the following content guidelines: • Perceptions of the training session up to this point • Personal reactions to being a participant • How needs are or are not being met • How someone else can give support	Lined tablet paper Pencils
17. Take a break.	
Collect the journals and take a short break to read through them.	Participants' journals
18. Discuss participants' journals.	
Discuss how journals can be a vehicle for incorporating guidance into the program. Ask permission to use participants' journals as examples, and--assuming permission is given--read and respond to sample entries. Example: Suggest making changes in the training sessions if the general feeling of participants' journal entries suggests a need to do so. Draw other ideas from participants' journals if more examples seem necessary.	Participants' journals
← - - -

MORE IDEAS.....AND VARIATIONS

Although it takes more of the trainer's time, assigning a journal entry each day for the remainder of the week has proved an excellent device for discerning participants' worries and needs, and thus adjusting the training session accordingly. This approach also makes a good case for subsequent treatment of student journals as an orientation device (see Student Orientation activity.) For suggestions on how to do this, see Activity VII in Program Planning.

Whether or not you choose to make it a daily activity, having participants write journals allows the trainer to respond to each one, and provides the lead-in to a productive discussion of what the correspondent's response can or should do to encourage more and better journal entries. After you've handed back journals and responses, ask participants for their ideas about what makes a good response, based on both what they liked about your responses and what they would do differently.

One group came up with this list of what the responses should do:

- Encourage students to focus on concerns by inquiring about their ideas for possible resolutions
- Give positive reinforcement; encourage, reassure students
- Show awareness of mood, tone
- Ask questions which really "need" (encourage) answers
- Pull things together; draw connections with and among things outside content of that journal entry (previous events, other program activities)

Writing journals and receiving thoughtful responses can have a powerful effect on participants' enthusiasm for this learning strategy.

Some trainers prefer to treat Journals as a discrete learning strategy on the premise that dealing with it in this activity deemphasizes its relationship to other student learning activities, and reduces its visibility on the schedule.

One variation on this activity was generated by participants' questions. Someone would ask "If this were to happen, what do you do?" and would describe a hypothetical situation. After discussing the situation in general, giving an example from another EBCE program and talking through some concepts or principles which could guide decision making, the trainer would suggest that the group try a role play by saying "Let's try it out for a minute and see how we would actually handle it." The trainer would take the student's role, and participants the staff roles. When the role play was finished, the trainer would ask participants to identify the important things they tried to accomplish during the role play.

SECTION III-C:

EXPLORING A CAREER

EXPLORING A CAREER

Purpose

To introduce the EBCE learning strategy called Career Exploration as a career education strategy with broad applicability

To provide hands on experience with the Student Record of Community Exploration

Materials You Will Need

1. (Optional) One copy per participant of the "NWREL/EBCE Curriculum Path" (see IV-C).

2. One copy per participant of "Student Path for Career Exploration" (p. 144 from Curriculum & Instructional handbook).*

3. (Optional) One copy per participant of "3 Agree on design of Exploration Package" (pp. 119-121 from Curriculum & Instruction handbook).*

4. One copy per participant of excerpts (pp. 3, 8-9, 11) from Student Record of Community Exploration.*

Directions

1. Introduce participants to a Career Exploration, its purposes, features and requirements (as per your previous reading of pp. 105-107 from Curriculum & Instruction handbook*). If desired, use the "NWREL/EBCE Curriculum Path" to show where this strategy fits into the total curriculum.

2. Distribute "Student Path for Career Exploration" and walk participants through it to explain what a student does in exploring a career.

3. Distribute " 3 Agree on design of Exploration Package" for reference as you explain the chronology and contents of package. (Or drop distribution and simply explain, listing on chalkboard or newsprint.)

*All found in this Section, III-C.

4. Explain upcoming activity, emphasizing it as an illustration of EBCE's experiential learning. Have participants each select a job they've done for the upcoming role play.

5. Distribute excerpted pages from Student Record of Community Exploration and ask participants to get in pairs, interview each other, and complete these pages--their mini exploration.

6. Regroup and discuss reactions to this activity as a way of introducing the EBCE Career Exploration learning strategy. What changes in the activity can participants suggest?

7. Ask participants for examples of the Student Record's integration of Basic Skills, Life Skills and Career Development objectives.

8. Close the activity by answering any questions.

Estimated time: One hour

CAREER EXPLORATIONS

Career explorations are three- to five-day student encounters with the people and job tasks related to occupations that interest them. At community sites of their choice, students complete Exploration Packages that help them practice investigation and assessment techniques they can use in career planning throughout their lives.

EBCE PURPOSES FOR CAREER EXPLORATIONS

The career exploration process is an important EBCE strategy for helping students perceive and act on the relationships among learning, social interactions, and earning a living. Career explorations integrate activities in all three curriculum areas (Life Skills, Basic Skills and Career Development) and are intended to help students

1. meet adults and see how they interact in the course of a normal workday
2. learn about particular occupations while refining their career selection skills by
   a. investigating the personal and educational/training prerequisites of specific jobs
   b. examining how psychological, social and environmental factors can affect working conditions and job satisfaction
   c. comparing personal characteristics and values with those perceived at various work sites
3. find their way into and around the community to gain a more realistic sense of themselves as members of a changing society
4. confidently use interviewing and critical thinking/ observation techniques to gain information and draw conclusions

5. use new data gained during explorations to adjust their individual goals and learning plans, particularly in terms of subsequent site choices, project negotiations and related learning level activities

THE PEOPLE INVOLVED

The employer instructor (EI) is the individual who has agreed to work with a student at his or her job site.

The employer relations specialist (ERS) is the EBCE liaison between program and employer site personnel who facilitates and monitors the student's placement on and use of sites.

The learning manager (LM) and learning resource specialist (LRS) are learning center staff who support student site learning as it relates to project activities and to the general direction of the student's total learning plan.

RELATIONSHIP TO INDIVIDUAL LEARNING PLANS

The Exploration Package completed for each site helps students focus on and organize their site experiences so as to better understand their career interests and options. Students also meet in groups to share their site experiences and to discuss the impact of what they have learned on their present and future career development goals.

Perspectives gained by the student through career explorations also figure significantly in negotiating other EBCE learning activities. Exploration may lead to the student's choosing to return for more extensive learning level or skill building activities at a site; or experiences at a site might cause a student to explore other sites in careers he or she had never considered before. In some cases, career explorations form the base for individual projects that integrate learning in all three curriculum areas. Students are also encouraged to write observations on their career explorations in their journals as an additional way of synthesizing their site experiences.

EXPECTATIONS FOR STUDENTS

All students are required to use career information resources and to select a minimum of five job sites for career explorations each program year. Each site experience lasts from three to five days and must include completion of an Exploration Package.

Each exploration is evaluated by the employer instructor and employer relations specialist on the basis of the quality of the Exploration Package.

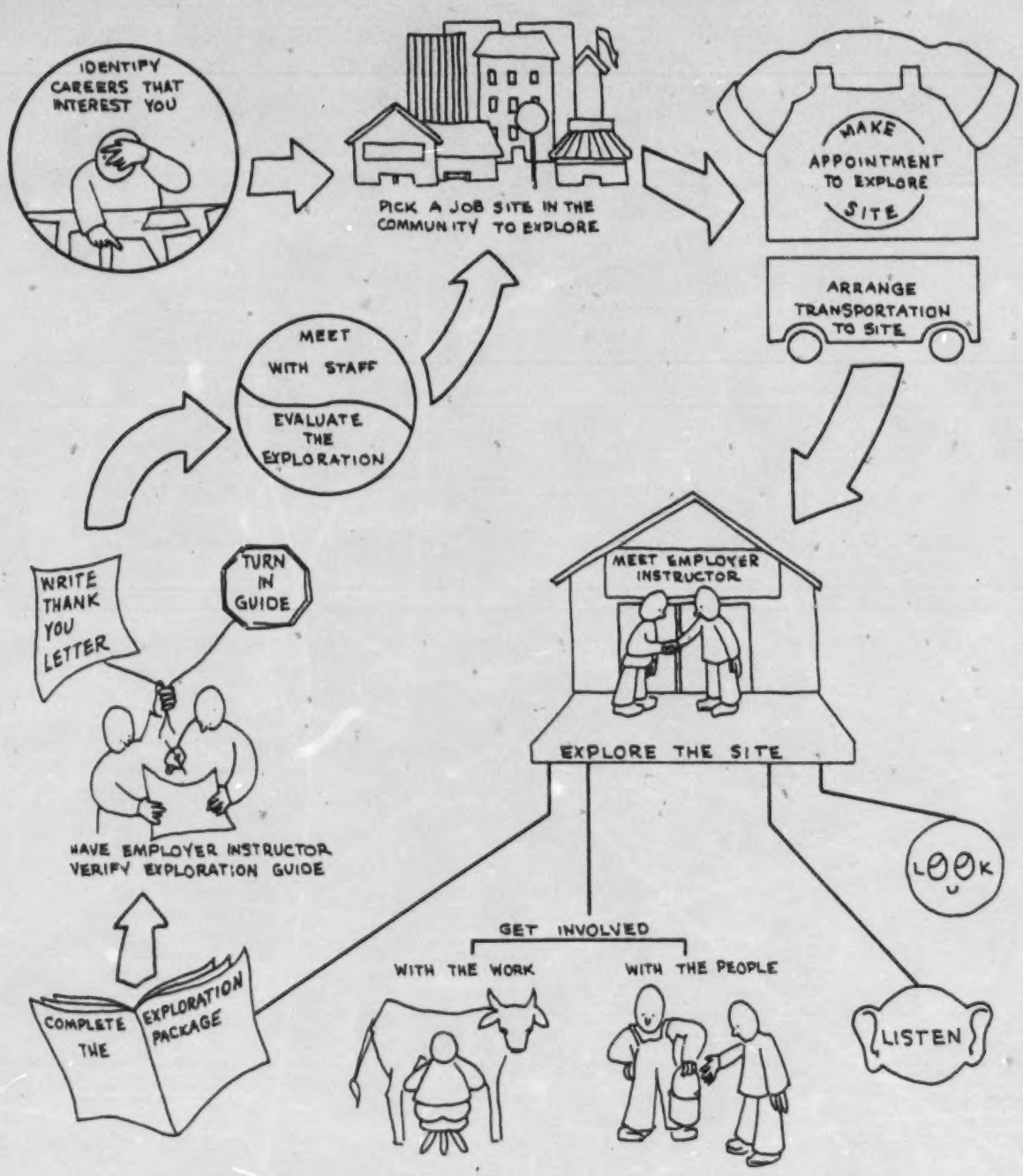
Time and performance criteria are established independently for each exploration, depending on the needs of the student and the circumstances at individual sites. The program generally requires that students spend at least 15 hours per week on site activities. Those hours are achieved through whatever combination of site uses is appropriate to the individual's interests and needs--that is, career explorations, learning levels, skill building levels or special placements.

Students are expected to adhere to accountability standards for site behavior, particularly concerning site regulations and time arrangements.

STUDENTS WORKING AT SITES

EBCE employer sites are recruited to participate in a comprehensive learning program; students cannot work for pay during school hours at any of the sites they are exploring. Nor are students allowed to become "commercially productive" by actually performing tasks that might give the employer commercial returns for their efforts. While explorations are short enough that these issues ordinarily do not arise, staff, students and employer instructors should be made aware of them. Students wishing to be employed at EBCE sites may arrange to work there after school hours. (See "Learning & Skill Building Levels," page *287*, for a display of $(CE)_2$'s rationale and policy statements on commercial productivity and work for pay.)

STUDENT PATH FOR CAREER EXPLORATIONS



3 Agree on design of Exploration Package

The Exploration Package developed by $(CE)_2$ to help students initiate and follow through on their individual career explorations is displayed at the end of this section (pages 169-185). Below we offer a brief description of that package. Further discussion of what students do at sites in addition to completing the package appears in Items 14 and 15.

DESIGN

$(CE)_2$'s Exploration Package is structured so that students work through a mini-cycle of career development activities which include

1. initial encounter with the employer and site
2. observation and investigation of job and site particulars
3. reassessment of personal interests and qualifications for that type of work
4. a wrap-up evaluation of the exploration experience and next steps that might be taken

There are several "before" sets of questions which the student answers at the beginning of an exploration, spaces for photographs or written descriptions of site observations and several sets of "after" questions to be completed at the end of the evaluation. Questions are worded to familiarize students with looking at common factors that impact job success and satisfaction at any site.

The package includes a folder with pockets for slipping in literature obtained at the site and any tape recordings the student might make of interviews with site personnel. Copies of additional comments made by the student and his or her thank-you letter to the EI are also filed in the pockets. To help students focus on the many career options open to them, the folder displays the 15 basic job clusters identified by the United States Office of Education. The cluster can be a starting point for staff and employer instructors in talking to students about careers and the various relations that may exist among different types of work.

While the package does not take very long to complete--perhaps a couple of hours--it is set up so that the student can work on it throughout his or her stay at the site. Students should be reminded that the package is their primary means of recording what they are learning at the site. They should take it seriously both as a learning tool and as a reference other students may be using for deciding whether or not to explore the same site themselves.

JOB SITE INFORMATION

The package itself does not have places for the student to actually record the many kinds of occupation-specific information that can be gained at a site. This is because the interview portion of the process is intended to capture the bulk of that kind of information. Students can also make lists of facts that particularly interest them and file them along with other site-related materials in the folder pockets.

Following is a summary of the typical kinds of data students might gain from interviewing their employer instructor:

1. working conditions: hours, environment, fringe benefits, salary, advancement opportunities, legal issues

2. types of jobs available: work tasks performed, kinds of skills exercised and incentives particular to specific job activities (for example, satisfaction gained from using certain tools or producing a particular product, advancement or travel opportunities that might be attached to increased expertise in a special skill)

3. products and services offered: what the job site produces, how its activities relate to the community needs and the consumer economy

4. job-related materials: primarily literature available for further information about the job, its conditions and products

5. organizational structure: the company's management patterns; where and how decisions are made and communicated to employees; channels employees have to air their needs and criticisms

6. specific job qualifications: legal (age limits, security/economic constraints and requirements and so forth), physical, psychological and prerequisite training and educational credentials

COMPLETING THE PACKAGE

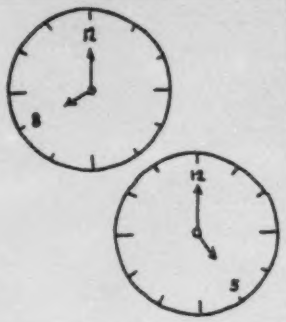
The package is designed so that procedures for completing it are basically self-explanatory. Students must

1. tape an interview with the employer instructor (or record it in writing)
2. answer questions listed in the package
3. take photographs, draw sketches or write descriptions of site scenes
4. record comments and observations as appropriate
5. gather site literature
6. write a thank-you letter to the employer instructor (copy to be filed with the package)
7. turn the package over to the employer instructor for evaluation
8. notify the employer relations specialist of package completion, turning it in for ERS comments and certification of completion

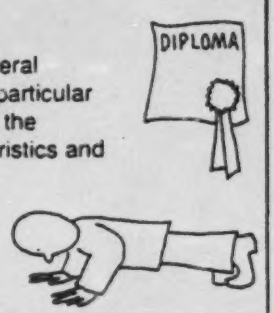
Career Exploration Learning Objectives

Completing an exploration will help you organize your experiences at a job site so that you will grow in the following ways.

1 gain a more realistic sense of the typical work day in jobs of interest to you



2 increase your general knowledge about particular jobs by identifying the personal characteristics and training required



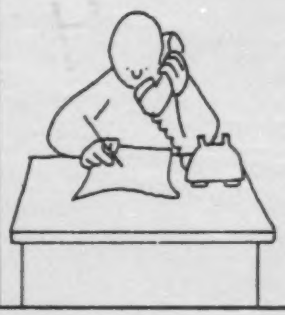
3 improve your skills in choosing a career by comparing your personal characteristics and values with the job's characteristics

4 improve your critical thinking skills by making observations and drawing conclusions about your job site experiences

5 learn to interact with many different adults in a variety of environments

6 gain a better understanding of the relationship between learning and earning a living

7 learn to find your way around the community more easily



8 acquire practical experience in writing, speaking, listening and mathematics as these skills relate to specific jobs

Getting Started on Your Exploration

Community Site _____

Resource Person _____

Address _____ Telephone _____

What type of job are you about to explore? _____

Before you explore this site and job, describe what you expect, based on information from career tests you have taken or knowledge you already possess.

Why did you choose this job to explore? _____

_____

_____

_____

_____

_____

What do you think this exploration will be like? _____

_____

_____

_____

_____

_____

Fill in the dates and hours you have agreed to be at the job site.

Week of	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*

Examine Your Job Interests and Aptitudes

One way to match or mismatch yourself with a job is to compare the job with things you enjoy doing, are capable of doing or would like to learn. In the following activities, analyze the skills and tasks required by the job you are exploring and compare them with your own preferences and abilities.

	Give an example from the job site	*Do you like to do this?*	*Can you do it?*
Working With Things			
Precision work			
Operating equipment			
Handling materials			
Working With Information			
Interpreting facts			
Organizing and using information			
Copying, sorting and putting things together			
Working with numbers or words			
Working With People			
Counseling			
Discussing and bargaining			
Supervising			
Selling			
Teaching			

What do you consider to be the skills and aptitudes **most necessary** to performance of this job?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned (for example, on the job, college courses, company training programs, etc.).

Skills	*Ways You Could Learn Them*
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

What interests and aptitudes do you have that might not be exercised in performing this job?	Do you think you could satisfy these things outside the job?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Think About Values

Before exploring the job, look at the values listed below. Check those that are important to you and add others if you wish. Think about whether they might conflict with requirements of a job or might make a job especially desirable.

Personal values	Social values	Work values
☐ independence	☐ human rights	☐ job security
☐ surroundings	☐ group rights	☐ wages and benefits
☐ loyalty	☐ equal opportunities	☐ competition
☐ self-satisfaction	☐ environment issues	☐ advancement
☐ leadership	☐ teamwork	☐ status
☐ appearance/grooming	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____

After exploring the job, think again about personal, social and work values and answer the following questions.

Personal Values

Does your community resource person work alone or with many people? _____

_____

Is the work area comfortable, safe and well-lighted? _____

What are the special rules for appearance? _____

Describe opportunities to show independence and leadership _____

_____

Social Values

Can workers of either sex work in this job? (If not, why not?) _____

_____

If you can, give an example of this company or agency's concern for protecting the environment _____

_____

Is there a procedure for workers to influence decision making? _____

_____

Work Values

What wages are paid for a beginning worker in the job you are exploring? _____

_____

Is there a union or bargaining group to represent workers? _____

Is there a group insurance plan here? _____

What are the opportunities for promotion? _____

Does this company provide inservice training for employees? _____

_____

Comments and Evaluations

Student: Write one or two statements about this community exploration summing up your reaction to it, particularly how it matches up with your career expectations.

Signature *Date*

Community Resource Person: Describe briefly your reactions to this exploration and your evaluation of the student's performance.

_____has completed this Exploration Record to my satisfaction.

Signature *Date*

School Staff: Write your evaluation of this exploration and how it has affected the student's self-awareness and career planning.

Signature *Date*

SECTION III-D:

GETTING READY TO EXPLORE

This activity follows "Exploring A Career" (III-C) because of the use here of most participant materials needed to explain the career exploration process. You can reverse the order or use only one of the two activities, of course, depending on the group you are working with and the level of awareness you are trying to achieve.

GETTING READY TO EXPLORE

Purpose

To illustrate the EBCE approach to learning: start with something the student knows and transition into a new experience

To involve participants in a process actually used to orient students to Career Explorations

Materials You Will Need

1. Chalkboard or newsprint and markers.
2. (Optional) One copy per participant of excerpts from Student Record of Community Exploration. (See III-C.)
3. (Optional) "NWREL/EBCE Curriculum Path" (See IV-C.)

Directions

1. Familiarize yourself beforehand with directions for this activity (pp. 206-7 from "Staff Training" portion of the Trainer's Manual).*
2. If participants have not been oriented to the Career Exploration process, explain very briefly that it is an EBCE learning strategy which guides students through a 12- to 15-hour investigation of a career in their own community. If desired, distribute the "NWREL/EBCE Curriculum Path" and explain the site use chronology.
3. Conduct the activity, deleting use of resource books if they are not available. (Also, you may simply talk through the Student Record of Community Exploration if time is short, since emphasis here is on the process of orienting participants to it.)

Estimated Time: One hour

*Found in this Section, III-D.

DIRECTIONS	MATERIALS

Step 2: Relate their ideas to program terminology and activities.

Step 3: Start students working on the learning strategy.

Step 4: Review zone requirements and point out how this strategy fits in.

Step 5: Help students plan or schedule necessary appointments; add any pertinent items to week's schedule.

Step 6: Introduce related forms.

Step 7: Try to assess their understanding of Steps 1 through 6, and decide what to do next.

7. Illustrate how one or two learning strategy workshops could be conducted.

Suggest ideas for conducting a workshop (such as those below).

Point out the relationship between each step and the corresponding step in the general format outline.

Sample Exploration Orientation Workshop

Step 1: Ask about students' job interests and list them. Draw vertical line to right of this list.

Ask "What are all the things you want or need to know about these occupations?" List those items in a column next to jobs list. You may want to suggest some things if they don't occur to students, such as fringe benefits. Draw vertical line to the right of this list.

For each item in the second column, ask students to suggest ways they could find out that information. This should yield a list that can then be correlated to the exploration activities.

DIRECTIONS	MATERIALS
Step 2: Select items in the second column that particularly relate to how one's job can affect other aspects of life, such as leisure time and family. Explain how this total picture of one's life, including a certain job, is sometimes referred to as one's "career." Group items in the third column that indicate the need for an interview of a person in a job of interest. Explain that finding the answers to items in second column is the core of career exploration. Step 3: Ask students to take one of the careers in which they have identified an interest and look it up in some resource book, such as the Occupational Outlook Handbook or the Yellow Pages of Learning Resources. As a practice exercise, have them work through a sample exploration guide as quickly as possible, filling in blanks as they can, but not getting hung up on any one item. The blanks will indicate things still to learn.	
Step 4: Etc. Sample Life Skills Projects Workshop Step 1: Introduce life skills areas (maybe with a sheet listing the objectives of each area) and say "Just about everything you do fits into at least one of the five life skills areas." Encourage them to challenge this with specifics. At some point transfer the answering of the challenges to the students. Step 2: Distribute Creative Development pre-written project and illustrate its relationship to the objectives.	

SECTION III-E:

INDIVIDUALIZING THROUGH PROJECT ACTIVITIES

INDIVIDUALIZING THROUGH PROJECT ACTIVITIES

Purpose

To introduce participants to EBCE projects as a means for individualizing instruction

To engage participants in practicing writing project objectives and activities appropriate to a particular student

Materials You Will Need

1. (Optional) "NWREL/EBCE Curriculum Path" (See IV-C).
2. One copy per participant of the "Planning Projects and Doing Projects" pathway (pp. 224-5 from Curriculum & Instruction handbook).*
3. One copy per participant of the sample project, "Moving On Four Wheels and Affording It" (pp. 19-21 of Project Ideabook).*
4. Chalkboard or newsprint paper and markers.

Directions

1. Briefly explain what a project is and what it is designed to do (as per page 1 from Project Ideabook).* You may distribute the "NWREL/EBCE Curriculum Path," if desired.
2. Hand out the "Planning Projects & Doing Projects" pathway (cartoon) and walk participants through it to explain the project process.
3. Give each participant a copy of the sample project and use it to explain the project format (your prior reading: pp. 2-5 from Project Ideabook).*
4. Ask participant to read sample project (or read it aloud to them).
5. Ask the group to identify the objective(s) of activity 4 by posing the question, "How might the objective differ with different students?" Discuss. Solicit as many different responses as possible, writing each up on the board (newsprint).

*All found in this section, III-E.

6. Explain that now participants will write an activity and a product apiece for one of the objectives they identified for activity 4. Select, or have the group select, one (not one each) objective and have participants begin writing. Allow five minutes.

7. While participants work, write the selected objective on the board (newsprint).

8. Have participants read their activities and products aloud and write below the objective you have written on the board (newsprint).

9. Close activity by reminding participants that a project has several activities which have a logical relationship to each other.

Alternative: Accomplish step 7 by having participants pair off to role play a student and staff member negotiating the design of an activity and its product.

Estimated Time: One hour

Project Sample Number CT 1

STUDENT NAME Linda George **LIFE SKILLS AREA** Critical Thinking

PROJECT TITLE Moving on Four Wheels and Affording It **COMMUNITY SITE/INSTRUCTOR** Local Community

SCHOOL STAFF RATIONALE: Through the activities in this project, we feel Linda will increase her ability to gather and interpret information dealing with real life situations which are meaningful to her. She will focus these activities on the purchase and maintenance of a car. Because Linda needs to strengthen her basic math skills, that will be emphasized in this project.

STUDENT RATIONALE: I will soon be in need of information of this kind, and it is nice to have an idea of what it costs and how often it has to be done to keep from doing worse damage.

(Evaluation and Recommendations have been deleted to save space.)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA *(Specify criteria during negotiation)*
1. Linda will study the cost of some advertised cars within her price range and use critical thinking to determine the best buy locally. Most important will be the explanation accompanying her final choice.	Local newspaper Local used car lots "Be Informed Series" Unit 2 Steps in critical thinking problem-solving process	1. Linda will pull five classified ads for used cars from the newspaper, do a cost analysis sheet for the five cars and tell why one of the five is the best buy.
2. Linda will study small cars and standard cars and determine the advantages of each.	"Be Informed Series" Unit 2 Road and Track magazine Consumer Reports Reader's Guide to Periodical Literature	2. Linda will make a comprehensive list of the advantages and disadvantages of small cars and standard cars.

Continued

(Project Sample Number CT 1 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA *(Specify criteria during negotiation)*
3. Linda will study credit buying versus paying cash for purchase of an automobile.	"Be Informed Series" Unit 1 and 2 Banker Credit union officer	3. Linda will do a cost computation of interest paid over the period of the loan for at least two different down payments. She will compute the interest she could earn by investing the amount over each down payment for the term of the loan. She will show in graph form which is the best financial decision.
4. Linda will study the necessary expenses of owning a car, including gas, oil, insurance, regular maintenance and servicing, tires, normal depreciation and miscellaneous expenses	World of Work (Activities Book) pages 161-166 "Be Informed Series" Unit 2 New/used car dealers Parents Auto mechanics	4. Linda will make a list of all car maintenance costs for one month. Each expense item should be added for an accurate total.
5. Linda will do a study of her financial ability to find if she can afford to buy a car of her own. a. She will do some serious computing to show: • the amount of money she now has • how much she is earning a month • what expenses she must pay each month • the balance of money left each month that could be used to make car payments and maintenance b. Based on that data Linda will write a statement about whether she can afford a car.	Financial records Savings	5. a. Linda will present her financial findings to school staff. All computations must be realistic and accurate. b. She will present school staff with a written statement about whether she can afford a car and, if so, what kind. All sentences must be complete and all words spelled correctly. _____ *School staff certification*

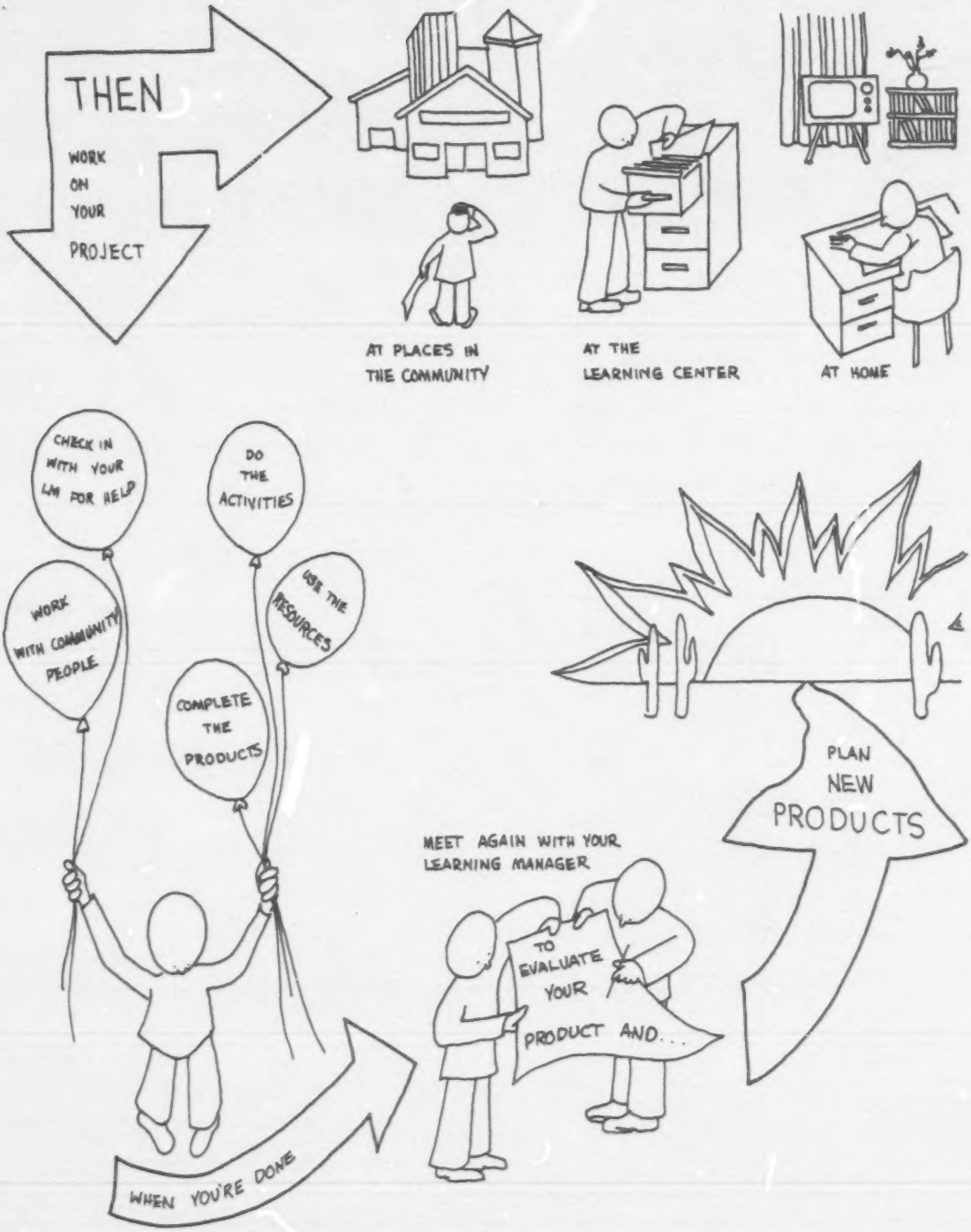
Continued

(Project Sample Number CT 1 Continued)

ACTIVITIES	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
6. Now that Linda has gathered a lot of technical and financial data, she should think about and list all the questions she still has about buying and keeping a car. When she has all her questions together, with answers arrived at independently, she should arrange a meeting with school staff to discuss them.	This project School staff	6. a. Linda will make a list of all questions and give the answers she thinks are right, without asking anyone. b. Discussion of questions and answers with staff. _____ *School staff certification*

PLANNING PROJECTS

DOING PROJECTS



INTRODUCTION

A project is a format or method for designing learning activities which are

1. problem-centered--beginning with a question or issue for which the student must seek a solution
2. related in topic or theme
3. logically connected
4. interdisciplinary--combining learning in more than one skill or subject area (e.g., basic skills, life skills and career development)

Projects provide an effective way of using individual student self-assessment and diagnostic data for educational planning, a structure to help staff monitor and support individual learning experiences, and a standardized format for students to use while pursuing individualized and self-directed learning activities. Projects are also a major technique for organizing community-based learning and helping students synthesize their site experiences with other learning activities.

Projects allow students to explore and refine personal interests, help students increase their proficiency in the performance of basic skills (reading, writing, communications) and provide students with a way of understanding the application of any school subject and learning process to real life situations.

Projects also help students acquire and practice such "learning how to learn" skills as critical thinking/problem solving, negotiation with peers and adults, self-assessment, goal setting and planning, use of resources (both human and material), scheduling and use of time, and accountability both to self and to program expectations.

What This Packet Gives You

The 52 sample projects presented in this packet illustrate the wide range of approaches you can use when writing individualized learning projects for students using nonclassroom resources.

The samples are real. They represent hundreds of student projects that were written and carried out in six Experience-Based Career Education (EBCE) programs and, as such, reveal the workability of the project approach to learning. They were chosen not simply because they are "good" but because they reflect the varying abilities of students and the widely differing resources that can be utilized.

Student names have been changed to assure anonymity and the organization of components has been standardized. In some cases projects have been expanded, i.e., activities have been added in order to suggest more options. Terminology and materials specific to individual EBCE programs have been deleted.

Explaining the Project Form

The illustration on the facing page is keyed to the following descriptions of the various parts of the project form used for the samples in this packet. A review of these parts can help you in writing and negotiating projects with your own students.

The cover sheet for each project contains the following:

(A) Life Skills Area and Project Title. Each project centers on a particular Life Skills area or unit of study. The titles define the topic of study even further.

(B) Community Site and Community Instructor. The names of the primary places and persons that students will use for resources on the project activities are noted, particularly when community resource people will be asked to certify student performance.

(C) Starting, Target and Completion Dates. Students and staff should agree on starting and completion dates for the entire project as well as for the individual activities within it (see the sample Activity form, page 4).

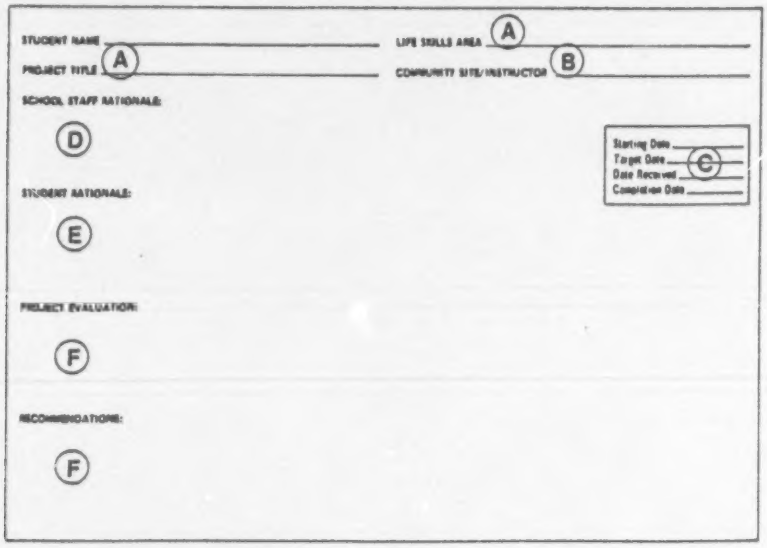
(D) School Staff Rationale. Here the staff person who is developing a project with a student states why the project is reasonable for the student and includes anything that should be noted about incorporating basic skills activities. The statement should be brief but explicit. Final evaluations and recommendations will be made in relation to this baseline paragraph.

(E) Student Rationale. The student also develops a short statement about why the project topic was chosen and

---

* The term "school staff" is used throughout this packet to refer to "learning managers," "learning coordinators," "teachers" or whatever your program calls the staff persons who will be negotiating projects with students and assisting them through the project process.

PROJECT COVER SHEET:



how it relates to personal interests, needs and abilities. This statement should result from a staff/student discussion about the student's strengths and weaknesses and how the project will help the student achieve specific learning goals and move toward broader career/life goals.

(F) Project Evaluation and Recommendations. When the project is completed, the staff person summarizes the comments that have been made for individual project activities ("School Staff Evaluation" section on each Activity form; see sample, page 4) and discusses the extent to which the initial purpose for the project was achieved. Comparing this evaluation with the original staff and student rationale statements gives a quick indication of the student's progress. Recommendations should suggest ways the student can use subsequent projects to reinforce newly learned skills.

(PLEASE NOTE: To save space, the sample projects in this packet do not show the Evaluation and Recommendations sections, and frequently more than one activity appears on a page.)

The pages that follow the cover sheet are the heart of the project and describe the various ways student learning is tailored to (a) meet specific student interests and needs (identified in the rationale statements), (b) relate learning across curriculum areas and (c) tie everything together into a coherent and personally

relevant se : of experiences. The student helps determine specific sites and resources and, with staff assistance, defines the levels of performance (criteria) that are appropriate. These elements are arranged in three parallel columns so that relationships among specific activities, resources and products/criteria can be listed clearly:

(A) Activities. These are the specific tasks the student will perform in the course of the project. When projects are designed around particular community sites, these activit..es may reflect specific work tasks performed at the si..e and contribute to the student's career development. Staff can often get ideas for specific activities from conversation with the student concerning a particular interest, skill or hobby. Whenever possible, staff should encourage the students to take the lead in writing activities that will stretch their abilities and be personally meaningful and challenging. The activities are numbered in sequence (1, 2, 3, etc.) and one activity is written per page. The planned completion date is specified at the top of the activity column.

(B) Resources. Students and staff agree on the materials, people and sites to be used in completing the various activities. These resources are obtained either in the school (library, other staff, etc.), through school reference files or in the community (workplaces, museums, etc.).

PROJECT ACTIVITIES FORM:

ACTIVITY Planned completion date _____	SUGGESTED RESOURCES	PRODUCTS/CRITERIA (Specify criteria during negotiation)
(A)	(B)	(C)
SCHOOL STAFF EVALUATION:		

Products/Criteria. In this column, staff and student specify the results that have been agreed on for each project activity. These results or products should demonstrate the student's use of resources to achieve specific levels of performance. Project products can be as diverse as written reports, short talks, skits, tapes, films, slides, collages. Each product offers a chance to practice one or more basic skills. The criteria used to measure performance should be negotiated by the student with school staff and community instructor and specified for each product.

(Please note that space is frequently provided in the products column for school staff and community instructor signatures to certify the completion and acceptability of products. This practice provides staff with documentation on the project form itself of the student's performance of activities.)

How the Samples Are Arranged

In this packet, sample projects are given for each of the EBCE curriculum's five Life Skills categories:

1. Critical thinking builds on basic common sense and helps students use simple problem-solving skills in planning all aspects of daily living.

2. Personal/social development focuses on refining the person's sense of self both internally and in relationships with others.

3. Science is concerned with the process of scientific investigation and learning to use that process to analyze technology's impact on natural environments and cultural values.

4. Functional citizenship deals with the knowledge and processes necessary for individual effectiveness in society's governing systems.

5. Creative development focuses on helping individuals increase their potential for challenging limits and adding meaning to life.

SECTION IV-A:

NIE EBCE FLYER

Copies of this flyer are available upon request from:

- National Institute of Education
- Appalachia Educational Laboratory
- Far West Laboratory
- Northwest Regional Educational Laboratory
- Research for Better Schools

See the flyer for addresses.

EBCE

Experience Based Career Education

a bold new concept for secondary education

- What is it?
- How does it work
- Can it work for you

Here are some answers and how to find out more.

Experience Based Career Education

is a new approach to secondary education. It has been developed by the National Institute of Education and four regional educational laboratories to help bridge the gap between the classroom and the community.

EBCE combines learning activities outside and within the school into a balanced, comprehensive, individualized program for high school students. The community is analyzed for its potential as a learning resource. Student experiences in the community are then carefully planned, supervised and evaluated.

Students learn subject matter normally studied in the classroom, but they learn through the practical application of academic disciplines in the workaday world. They explore important new dimensions about themselves and potential careers, and they learn how to make informed career decisions.

Experience-based...students learn through direct experience with actual tasks, events and facts encountered in the community. They learn from the community's working adults and they learn by doing. They gain hands-on experience with actual job tasks in many different occupations as a way of assessing a variety of jobs for themselves. They gain knowledge in a broad range of subjects and skills as they confront real problems in the community, and they see the need to learn more. Each community experience is a springboard for planning subsequent learning activities.

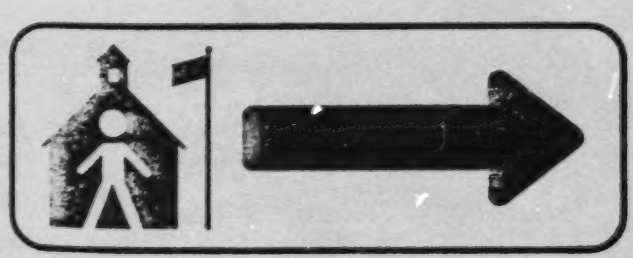
Career education...helps young people sample a variety of possible career choices, try their hand at some of the job skills required and gain an understanding of personal career planning. The program emphasizes the development of general rather than job-specific career skills, although job-specific skills can also be learned. Students get an integrated view of learning, and they experience the career applications of basic skills and academic learning. EBCE community participants and students are not paid for their program efforts.

What Kind Of Student Is EBCE For?

EBCE has been developed and tested as a program for the full cross section of high school students, and EBCE graduates have gone on to college, postsecondary training or directly into the world of work.

The test sites have shown that EBCE is especially for the student who —

- is ready to test "book learning" against the "real world" outside the classroom
- has only vague notions of what happens outside the classroom and would like to learn through direct experience
- wants to test tentative career interests
- wants to gain specific information and preparation for an identified career area



Where Has EBCE Been Tested?

Early in 1971, at the instigation of the U.S. Office of Education and under the direction of the National Institute of Education, four regional educational laboratories began developing pilot programs to test the EBCE concept in several different community settings. These first four programs were developed in Charleston, West Virginia; Oakland, California; Philadelphia, Pennsylvania; and Tigard, Oregon.

The four laboratories were given common guidelines for designing Experience-Based Career Education programs. Each laboratory then developed its own model, following the guidelines but adapting them to local situations. All were developed cooperatively by people in each community who were willing to share their knowledge, experience, talent and suggestions to realize program goals — employers and employees, labor representatives, educators, parents, students, citizens.

From the success of these initial programs, EBCE is now being tried out in many school districts around the nation. Special attention is being given to modifications that help EBCE fit into the new locations.

The four models have important similarities . . .

The pilot EBCE programs share a number of common characteristics that help to define the nature of EBCE:

- **an organizational structure for involving people and facilities in the community as the principal resources for student learning and program development**
- **a method for identifying and analyzing the learning potential of activities in the community**
- **assessment procedures to identify and update student interests and abilities as a guide for program planning and individualization**
- **combined roles of teacher and counselor and sharing of those roles with community participants**
- **program activities that give students opportunities to explore different career areas in order to clarify possible career choices and needed preparation**
- **guidance and instructional activities to help students acquire competencies in dealing with the problems and decisions of adult life**

Student experiences in the community are well-planned, carefully monitored and closely evaluated. Students work toward individually appropriate learning objectives and satisfy specified measures of performance. All four programs have insured that their students can earn standard high school diplomas and present credentials suitable for college admission and employment.

. . . and they differ significantly

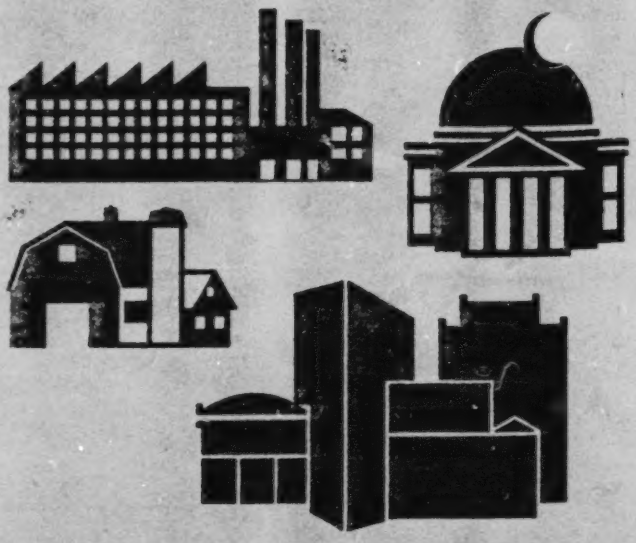
Within their common framework, the four EBCE programs offer significant alternatives to school districts interested in adapting EBCE to their own local needs. Each model has its own distinctive ways of providing program activities to students and involving community participants in program development and policymaking. Each also has its own strategies for introducing and extending the program in local school systems.

Where Does EBCE Go From Here?

After four years of evaluation, the original EBCE models have clearly demonstrated that the worlds of classroom and community — of study and experience — can be merged. The EBCE concept has proven itself to students, teachers, parents and community participants across the nation.

EBCE is now a tested set of common elements and procedures that can be implemented in a variety of ways to serve a broad range of student needs. It is finding application in community colleges as well as secondary schools. New ways of implementing EBCE are being explored, including cross-district cooperation, links with existing vocational and experience-based programs and the development of state and regional support services.

Anticipating the growing interest in EBCE, the National Institute of Education and the four laboratories that piloted the program have developed practical, step-by-step implementation manuals for all four models. The laboratories can also provide technical assistance and staff training to help develop EBCE in new settings.



How Can You Find Out More?

"Brokers" are available from the four laboratories to help you analyze each of the EBCE models for your district or school. These brokers are individuals who have been *trained in all four programs* and can explain differences and similarities to you. They can help you determine if EBCE is suitable for your local situation and work with you in designing an EBCE program that meets your district's unique requirements.

They can also tell you what materials, staff training and other technical assistance are available from each model to help you plan and implement your own program.

Brokers are available to visit you at your request. They can make presentations to groups of interested school staff, business people and citizens. And they want to foster a network of communications among districts, schools and staff adopting EBCE to keep you informed about each other's programs and help you share problems and solutions.

Any one of the following brokers can give you more information on EBCE and all four models:

~~Steven Pfiffner~~
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, West Virginia 25325
(304) 344-8371

~~Ralph Baker~~
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103
(415) 565-3130

~~Virginia Thompson~~
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204
(503) 248-6822

~~Jesse Turner~~
Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, Pennsylvania 19103
(215) 561-4100

Experience-Based Career Education
A new approach to secondary education
sponsored by

The National Institute of Education
U.S. Department of Health, Education and Welfare
Washington, D.C. 20208

SECTION IV-B:

NWREL EBCE OVERVIEW BROCHURE

See the EBCE price list (V-A) for ordering information.

Experience-Based Career Education

"This year you have the chance to have your education be not merely something that happens to you, but something that will happen because of you."

EBCE Student Handbook

developed by the Northwest Regional Educational Laboratory

ebce

What is EBCE?

Experience-Based Career Education (EBCE) is a fundamentally different type of education for secondary students. While students in traditional programs attend classes all day at the high school, EBCE students spend a major portion of their time on learning projects in the community. Activities are tailored to individual student needs, abilities, learning styles and goals. Students are guided in their learning by ongoing relationships with working adults in laboratories, offices, factories, shops, hospitals, schools, courtrooms, studios—wherever careers are practiced.

Other Districts Adopt EBCE

This bold new concept in career education is creating nationwide interest. Based on the success of the Tigard model, several other EBCE programs are being established in districts in the Northwest and beyond. With assistance from the Northwest Regional Educational Laboratory, the following communities have adopted EBCE materials and procedures to fit the needs of their students:

- **Hillsboro, Oregon**—a rural community located near a large metropolitan area, with a population of around 17,000
- **Colville, Washington**—county seat and largest community in an isolated rural area
- **Kennewick, Washington**—called "the fastest growing city in the state" and part of a tri-city urban complex
- **Kodiak, Alaska**—an island off the mainland, with a town of 5,000 and total population of between 9,000 and 10,000
- **Billings, Montana**—a medium-sized western city with more than 65,000 residents

Enrollments in these programs range from 20 to 60 full-time students, including freshmen and sophomores as well as juniors and seniors. Together the programs serve approximately 175 students and have a collective pool of more than 300 employer/community sites. Their per pupil costs compare favorably with other district programs. Three of the programs are housed on school campuses and two are off-campus alternatives.

Learning in the Community

Since the fall of 1972, a model EBCE program has been operating in Tigard, Oregon, under the sponsorship and technical assistance of Northwest Regional Educational Laboratory (NWREL) and with funding from the National Institute of Education (NIE). The program reflects a nationwide interest in discovering new ways to help adolescents handle the social and economic complexities of modern life. It offers students a chance to prepare for adulthood and economic self-sufficiency while interacting with adults in natural work settings.

The Tigard version of EBCE—called Community Experiences for Career Education or $(CE)_2$—is a full-time educational alternative for youth in their junior and senior high school years. In its fourth year of operation, $(CE)_2$ serves about 10 percent of the eligible student body at Tigard High School.

The program provides students with a comprehensive, fully accredited education that emphasizes basic skills as well as career development. Subjects needed for graduation are learned as much as possible through individualized projects, planned for each student in the context of working life in the community.

There are no classes at the program's home base—the learning center. Staff are managers and facilitators of student learning, not "teachers" in the traditional sense. They help students design and follow their own learning plans within a prescribed curriculum and program requirements.

EBCE students are selected from a wide range of social and economic backgrounds. They reflect a variety of career interests, abilities, achievement and motivation. A similar diversity is evident in their postgraduation plans, which include college entrance, immediate employment and specialized vocational preparation. One thing they have in common is that they have chosen to trade their familiar high school surroundings for the EBCE program's independent study and practical experience in the community.

What is Unique about EBCE

While the characteristics described below are probably descriptive of many educational alternatives, EBCE is unique in that it has put all of these features together in a program that is flexible enough to meet the needs of each individual student and yet structured enough to meet specified learning goals.

1. EBCE is individualized and personalized

EBCE places responsibility for learning directly with the student and students are accountable for their own behavior and progress in the program. The students have access to a wide range of information about themselves—from standardized tests and informal assessments to continual personal interaction with program staff and community participants. Students are constantly matching facts about themselves with their interests and perceived goals. They plan their own projects with the help of staff and community participants and follow through on their individual learning plans at employer/community sites. Student progress is carefully monitored and recorded and guidance is available at every turn to help young people realize their potential.

2. EBCE is community-based

Student learning activities are derived from the career activities of adults in the community. Community participants serve as instructors, counselors and evaluators of student learning. Community members are also involved in virtually all aspects of program planning and operation, with community advisory boards playing an important part in each program's organization.

3. EBCE is experience-based and performance-based

The program's curriculum synthesizes realistic community experiences into a carefully planned learning program for each student. This approach emphasizes student use of primary sources for learning and hinges on a detailed analysis of each workplace for the skills that are applied there. Student outcomes are measured primarily by performance. Grades are de-emphasized in favor of records that indicate actual accomplishments.

4. EBCE has a comprehensive and integrated curriculum

The curriculum includes experiences in Basic Skills, Life Skills and Career Development and there are identified competencies or coping skills required of each student. Program completion requirements are different from but equal to standard high school requirements and students have opportunities to see how knowledge is integrated when applied in real situations. EBCE emphasizes everyone's need for lifelong practice with the basic tools of learning —reading, writing, speaking, asking questions, computing, finding resources.

5. EBCE emphasizes career development

As a prelude to lifelong career development, EBCE students are encouraged to explore and learn at a variety of community and employer sites. EBCE focuses on career decision-making skills because "career" in its broadest sense means what people do with their lives. Through concentrated, indepth investigation of selected career sites, EBCE students discover that there are many alternatives open to them. They learn that the timing of career decisions may differ from person to person. They learn to recognize the need for adaptability and flexibility in today's complex world. Many different types of community learning situations are provided. Students gain "hands-on" experience with a variety of skills, but they are not paid for their time on EBCE learning sites.

A Sample Student Day

8:30 Jack arrives at the learning center, signs in and checks his mail box. There's a note in it to see Sue, a staff person, to review a project and negotiate target dates. Sue is with another student so Jack goes to the study area to work on a fire escape plan for his Emergencies competency.

9:00 Sue says she is ready to talk. They spend 20 minutes looking over activities and setting dates for their completion. Jack thinks one activity will take a lot longer than Sue expects it to take; they talk about it and set some interim target dates for portions of the activity. After the first interim date they will meet again to renegotiate some of the activity's requirements if it does prove to take too long.

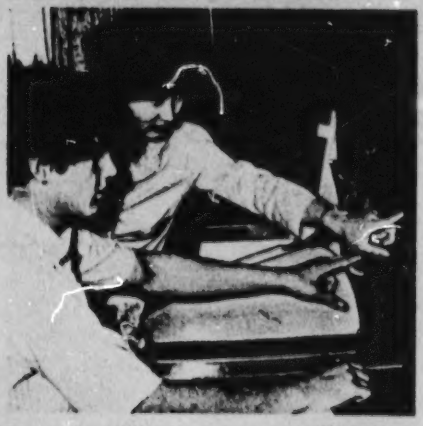
9:30 Jack walks with several other students two blocks to the fire station where they have an appointment with the fire marshall to demonstrate skills they have acquired for the Emergencies competency. Jack shows the marshall his fire escape plan and demonstrates fundamental first aid techniques. The marshall signs competency certification forms for Jack and one of his companions. The third student was asked to return again after more practice in bandaging techniques.

10:30 Jack takes a city bus to a day care center where he's made an appointment to spend an hour on a special placement observing Story Time. He has a project pending on children's literature and needs to research different techniques for telling stories to small children. On the way he starts his journal entry for that week.

12:00 Lunchtime at the learning center.

1:00 Jack gets a ride in the program van to his learning level site—a local landscape nursery. There he spends the rest of the afternoon on several project activities for that site: an experiment in plant growth and practice at the counter dealing with customer questions and ringing up sales.

3:00 Jack has his employer instructor sign his time slip and takes a city bus home.



Partnership in Learning

EBCE requires a partnership in learning. Rather than giving teachers the sole responsibility for making learning happen, EBCE involves a variety of people directly in the learning process:

1. **Community members** are essential partners in EBCE learning. The community provides the learning sites that are used by students to meet personal and program objectives. Working adults at these sites serve as "instructors" for the students. They not only help students learn, they also counsel students and provide help on special problems. Community resource people certify that students have gained competence in specified skills, lead seminar discussions and may even serve as tutors to meet student needs and interests.

2. **EBCE students** themselves help to design their own learning activities and are accountable for their own behavior and learning progress. They choose what they will learn based on a careful examination of their own interests and abilities and within specified program requirements. Students get practice in planning, making decisions, negotiating and evaluating their own tailor-made learning plans with the continuing guidance of community instructors and a concerned and supportive professional staff.

3. **Parents** are regularly apprised of student progress and play a major role with program staff in helping students plan their learning activities and meet their program responsibilities. Staff/parent communication is immediate and ongoing.

4. **Professional EBCE staff** help manage student learning and maintain the community liaison necessary to provide learning sites for students. Staff provide support to community participants and help them become effective instructors. Staff are also available to locate learning resources in the community and provide the range of student services necessary in a comprehensive educational program.

Students, parents, business and labor people from the community and school district representatives all share in program planning and policy-making.

EBCE Expectations for Student Learning

Graduation Requirements

To graduate, EBCE students must complete ten projects and five career explorations per program year. They must also complete a specified number of competencies (identified by community members in each EBCE program as the skills needed to function effectively in society). In addition, students must demonstrate to staff and community instructors that they have "adequately utilized" employer/community site resources and opportunites while working on individual learning goals. When students complete the specified program requirements they receive standard high school diplomas and unique portfolios of their community experiences and accomplishments.

Accountability

A Student Accountability System clearly specifies students' rights and responsibilities relating to performance and behavior in the community and at the learning center. Students learn to meet expectations, including their own needs and interests, employer/community site requirements and the program's expectations of them as citizens and partners in the learning process. EBCE helps students make decisions, be responsible for their own actions, interact effectively with others and make satisfactory use of their time. It also helps students prepare themselves to be self-supporting and deal with the complexities of modern life.

What Students Learn

Each student's learning is individually planned in terms of three content areas: Life Skills, Basic Skills and Career Development. EBCE staff work closely with the student to identify interests and abilities, negotiate learning goals and plan activities and resources that will help the young person move toward broader career and life goals. The student's learning is carefully interwoven so that Life Skills activities involve practice in Basic Skills and help place Career Development experiences in perspective.

LIFE SKILLS

- Creative Development
- Critical Thinking
- Functional Citizenship
- Personal/Social Development
- Science
- Competencies

Life Skills organizes learning around the attitudes, information and techniques needed in adulthood. Six Life Skills categories emphasize lifelong learning, personal growth and the relationship of individuals to broader community, national and world concerns and activities.

Creative development strengthens student abilities to identify and participate in the creative possibilities that give meaning to life and work. Some students seek out traditional fine art forms while others discover new ways of applying their talents in other areas of interest to them.

Critical thinking builds on basic common sense and helps students use simple problem solving skills in planning all aspects of daily living. Students are expected to increase their ability to gather, analyze and interpret information and to seek solutions to problems.

In **functional citizenship** students are expected to know how democratic processes are applied in everyday life and career situations. Models from local, state and federal government are examined.

For **personal/social development** students are expected to improve their ability to understand themselves, their own behavior and the effects of their behavior and attitudes on others.

For **science** students are expected to increase their abilities to recognize and apply scientific procedures and methods, particularly in analyzing technology's impact on natural environments and cultural values.

Competencies are some basic "survival" skills identified by the local community as essential to daily living. Some typical proficiencies EBCE sites are asking students to acquire include:

credit • checking accounts
insurance • income taxes
budgeting • physical health
emergencies • electoral
processes • government
individual rights • public
agencies • employment
automobiles • snow survival
swimming • real estate
family responsibilities

BASIC SKILLS

- Listening/Speaking
- Mathematics
- Reading
- Writing

Basic Skills concentrates on the reading, mathematics, writing, listening and speaking skills essential to performing tasks and functions students encounter in the program and in adulthood. Basic Skills learning occurs largely through applied tasks in Life Skills and Career Development activities chosen by the student and practiced at community sites.

EBCE expects students to grow in their understanding of how Basic Skills needs vary with different careers and how to adjust to meet skill levels required by careers that interest them. If a student lacks the foundation skills in any of these areas, help is arranged.

CAREER DEVELOPMENT

- Career Knowledge
- Employability Skills
- Identifying Career Interests
- Understanding Work

Career Development helps students identify, assess and refine career information and skills through realistic onsite experiences with people and places in the community. Students spend from 15 to 20 hours weekly testing out career options and working on individual goals in Life Skills and Basic Skills.

All students should **identify career interests** and increase their knowledge of personal aptitudes, interests and abilities as they relate to potential occupational choices. Students should also **understand work** by increasing their knowledge of the many social, governmental and economic issues and trends that impact the job market and the world of work in general.

Students increase their **employability skills** by learning to be dependable and adaptable. They acquire specific skills in job finding, job application and on-the-job relationships with employees, employers, customers and clients. Finally, students increase their **career knowledge** by learning more about monetary and psychological rewards and preparation requirements, costs and training programs in careers of interest to them.

The EBCE Experience

In addition to specific learning goals students set in Life Skills, Basic Skills and Career Development, there are a number of less measurable outcomes important to a young person's transition to adulthood. Often spontaneous and unplanned, these outcomes occur daily as students interact with EBCE people, processes, ideas and places.

All students are expected to grow in the ability to **gather information** by using a variety of resources (people, places, materials and community events) to solve problems and pursue interests. As they join in daily negotiations with program staff and community resource people, EBCE students also practice their abilities to **communicate with adults.**

EBCE expects students to increase their **self-initiative** by recognizing and taking responsibility for their actions—both while in the program and in their daily lives. In addition, students should grow in their ability to **understand others**—to trust, to be open to change and to respect differing values.

Decision making is examined and practiced constantly in EBCE. Students are expected to increase their ability to utilize all available information about themselves and about the world in planning and choosing alternatives. Finally, as **preparation for adulthood** EBCE students are expected to recognize and assume responsibilities for their own behavior in a positive and self-confident manner.

How Students Learn

Negotiating the Learning Partnership

Students themselves choose how they learn in EBCE. They negotiate individual goals and courses of action (called learning plans) with EBCE staff to satisfy their interests and meet program expectations. All learning plans are based on assessment information, conferences with the student and evaluation of performance. Decisions are subject to approval by the student's parents.

During negotiation, students and adults continually exchange ideas, observations, information and opinions. It is a tool everyone in EBCE relies on daily in making decisions about student learning and behavior.

While students negotiate what they will learn, they also negotiate how they will use individual EBCE **learning strategies:**

projects • career explorations • learning levels • skill building levels special placements • competency certification • student journals employer seminars.

All the strategies combine experiences in Life Skills, Basic Skills and Career Development. They reflect the EBCE concept that learning is a process of integrating knowledge and experiences from many areas. They also encourage students to see education as an ongoing and lifetime process and require students to become self-directed learners.

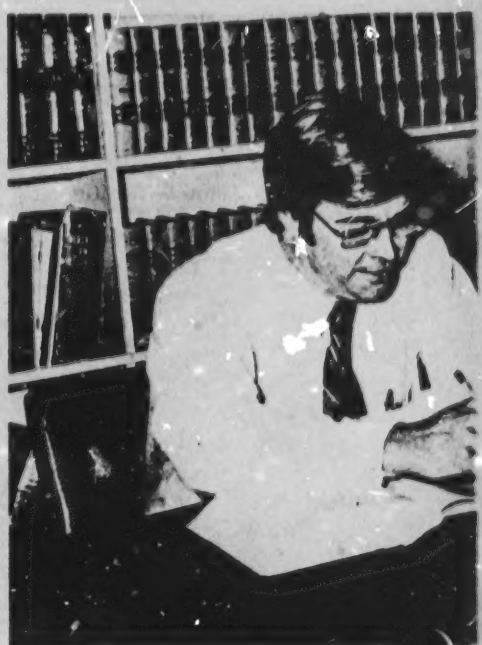
Projects Help Structure the Learning Partnership

Projects are problem-centered "learning contracts" individually negotiated with students to help them achieve their learning goals and make efficient use of their experiences in the local community. Projects combine learning in Life Skills and Career Development areas with practice in related Basic Skills. Project activities constitute the bulk of what students do at the learning center and in the community to meet their individual needs and program requirements.

While their content varies considerably with each student, all projects follow the same format. The student agrees with a staff person on the project's topic and the kinds of **activities** to be performed. Together they outline **resources** that might be used and establish evaluation **criteria** for measuring the student's performance. Completion dates are clearly identified in advance and the employer instructor or community volunteer with whom the student will be learning ratifies the project.

While the project is underway, employers and community resource people discuss and evaluate project work with staff and the student. End results of projects may be written reports, multimedia presentations or, with some activities, certification by designated resource people that performance was at the level specified on the project form.

Students may be doing several projects at once. When they finish one, they begin planning for the next project.



EBCE students learn by doing. They learn the skills expected of high school graduates by using those skills in real situations. Rather than simply learning theories in the classroom, students apply those theories to

Career Explorations

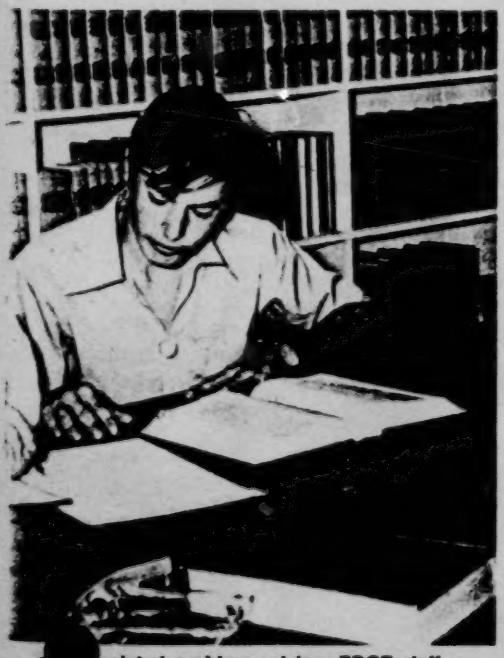
To gain an understanding of jobs they might be interested in, all students visit at least five different places of business in the community each year for **career explorations.** During these explorations, students examine the nature of the work and the job functions performed there. Many explorations require full days to understand the typical work cycle. Others can be accomplished in mornings or afternoons. Explorations may also be used for completing certain project activities.

Exploration Packages completed for each site help students focus on and record their observations, giving practice in job investigation and assessment skills useful in career planning for a lifetime. The packages also emphasize critical thinking and Basic Skills needed to gather and interpret information.

Learning Levels

Learning levels enable students to follow through on their career explorations by returning to particular sites for longer indepth learning experiences. Learning levels usually take from three to six weeks and occupy the students' mornings or afternoons on a daily basis. Students must complete career explorations at sites before they can use them for learning levels. However, at the same time as learning level experiences are taking place, students can also explore other sites.

Unlike the general observation activities of career explorations, learning levels give students "hands-on" practice in the skills, knowledge and attitudes required for specific jobs. To help place job skills learning in a broader context, students must negotiate **projects** for each learning level. These projects are based on careful analysis of opportunities for student learning available at the site and link the student's Career Development experiences with Basic Skills and Life Skills activities. *Students are accountable for their attendance and performance not only to EBCE staff but also to participating employer instructors.*



...related problem solving. EBCE staff devise instructional strategies that successfully combine community experiences and academic skills with creative and expressive activities.

Skill Building Levels

The **skill building level,** which may follow a career exploration at a site, is an option open to students after they have finished the major portion of their program requirements. It is similar to preapprenticeship training and is used to acquire the expertise and knowledge needed to gain employment in a particular job. Skill building levels are often at sites offering regular training programs (such as a telephone operator's course). This type of site use generally lasts from three to six weeks.

Employer Seminars

Employer seminars are regular meetings of students with employers and other community people to discuss Career Development topics. The seminars help students perceive issues and trends occurring nationally through candid discussion with people from the local community who see the results of such issues as the changing work ethic, job discrimination, retirement and career mobility.

Competency Certification

The competencies (discussed previously under "Life Skills") are unique in the EBCE curriculum. Unlike other content areas, the competencies require all students to meet a standard level of performance for a specific set of skills identified by an advisory board from the community. **Competency certification** is the process whereby students demonstrate their proficiencies to the satisfaction of recognized experts from the local area. Students plan their own resources and appointments with competency certifiers.

Student Journals

Students and staff share thoughts and feelings with each other through **journal** entries written to staff correspondents on a regular basis throughout the year. Journal writing gives students a chance to think about what's happening to them and to draw connections between learning activities and other aspects of personal life. Reading and responding to journal entries helps staff get to know students better as people and to share their own feelings and observations of each student in a friendly, nonthreatening atmosphere. Journals also give staff further clues to individual student strengths and weaknesses in writing and communications skills.

Special Placements

Students use **special placements** when they need resources available at a community site but do not wish to commit to career explorations or learning levels. Special placements are a short-term, intensive use of a site for a particular learning activity. Examples might be using special equipment for part of a science project, conferring with a welfare worker for an activity in personal/social development or visiting with a museum curator to learn about local artists for a creative development project.

Evaluating EBCE, 1974-75

Evaluation of EBCE at the "parent site" in Tigard, Oregon, has been continuous since the beginning of the program. To assess program outcomes, evaluation specialists from the Northwest Regional Educational Laboratory have followed a carefully designed plan in working with students, staff, parents, employers, other community people and student comparison groups. External reviews by national figures in business and education and an external evaluation by the Educational Testing Service supplement internal evaluation data. Results to date have been positive. Following are the highlights for the 1974-75 school year.

Reading, Mathematics and Other Basic Skills. On a nationally standardized test, EBCE students demonstrated significant gains in reading and mathematics but not in study skills. While their scores did not differ significantly from those of the control group, the EBCE gains were larger on each subtest. EBCE students did a significantly greater amount of reading during the year when compared to the control group, especially in the number of newspapers and pamphlets read.

Life Skills. Students felt more positive about themselves, school, adults, community resources, learning and decision making. They also rated themselves higher than did the control group in attitudes toward self-reliance, communication ability, trust and change. They appear to have become less idealistic in their concept of work and more critical in self-assessing their own personal work habits.

Career Development. EBCE students became more consistent in their occupational choices and showed interest and skill gains in the areas of investigative (e.g., scientist) and realistic (e.g., mechanic) occupations with loss of interest in artistic (e.g., artisan) occupations. Over 80 percent of the students indicated career preferences congruent with their personal attributes as indicated by interest test responses.

Interpersonal Relations. Weekly discussions and observations by EBCE staff show that many students have grown substantially in assuming responsibility for their actions and in cooperating with other students, program staff and employer instructors. They have also grown in their communication abilities and general self-confidence in dealing with adults.

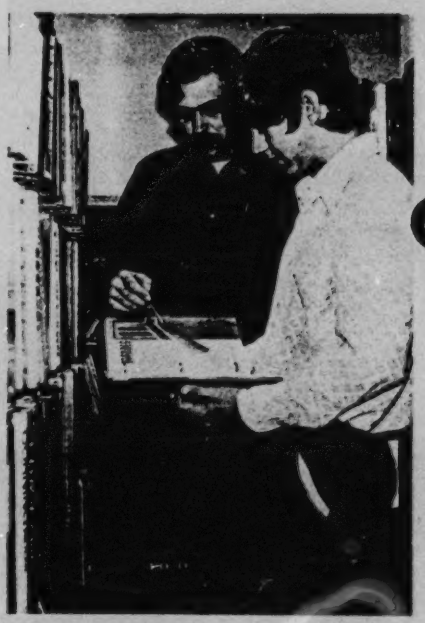
Self-Confidence and Long-Range Planning. When compared with the control group, EBCE students showed greater knowledge of information related to the world of work and reported having more self-confidence in their ability to complete the steps necessary for entering careers.

How Students Feel. When asked to evaluate their experiences with EBCE, all students but one indicated at the end of the year that they did not regret their decision to join the program. The majority of students also found EBCE offering more opportunities both for general learning and for learning about occupations. Ninety percent reported they were more motivated to learn in EBCE.

Other Findings. A major strength noted by EBCE staff has been the growth of many EBCE students in their sense of personal worth and general self-confidence. EBCE graduates have commented that the program also helped them greatly in their communication abilities.

Students saw program strengths lying primarily in the chances to explore careers, learn meaningful skills, be in a friendly and supportive environment and have the opportunity for "hands-on" learning.

Parents, employers, students and visitors have all remarked that the EBCE staff's competence, enthusiasm and empathy are major factors contributing to the program's success. In addition to identifying the staff as a major asset, many parents report their sons or daughters have grown in interpersonal skills, knowledge about vocations and interest in education.



While most findings were positive in nature, there were also some weaknesses reported by students. Some mentioned difficulty in obtaining the employer sites they desired. Others reported some difficulty in organizing their transportation and scheduling tasks within expected timeframes.

Evaluation results for the 1975-76 school year from pilot EBCE sites are available through NWREL.

EBCE IN ACTION

Career Education Program Successful

For Sally and 49 other students, this next school year will be different from previous ones. Formerly students at Tigard Senior High School, they are now involved in a program called Community Experiences for Career Education, $(CE)_2$, an alternative to traditional high school which has been operating since September 1972.

Up until her junior year, Sally enjoyed school and did well academically, achieving around a 3-point or B grade average. But as she progressed in school, she began to feel it a waste of time. She did not like the idea of sitting still hour after hour in classes which she felt would not be relevant to her life after high school. Her disinterest led to skipping classes and a drop in grades.

So Sally was eager to try something new. After the initial application, there were several meetings, which her parents also attended. She was accepted into the program in January for the second semester of the school year . . . .

Sally started her second year at $(CE)_2$ with enthusiasm. She feels that her time spent there is more productive. $(CE)_2$ activities take up more of her time than high school did, "but there is more freedom."

She has already been to a career exploration in the graphics department at Tektronix. When asked how her parents felt about the program, Sally related, "At first they said absolutely not, but they changed their minds after they went to the meetings . . . Now they really like it."

Sally feels she has become a more confident person through her involvement at $(CE)_2$ and says her attitude toward learning has improved. "At high school it's teacher to student, here it's person to person." She recommends it to other high school students, "if they are willing to work. If not, they won't help themselves or the program."

excerpted from the Tigard Times, Sept. 16, 1973

Students in the Business of Learning

Thirty-two Kennewick junior and senior high school students report for class each school day in downtown Kennewick.

"It's the result of asking how can we do a better job of moving kids from childhood to adulthood in our school system," said Joyce Prairie, who helped write the grant . . . which, with the district's funds, supports the program.

Students report each morning to the (CE)2 center in the Reese Building. From there they travel to their learning sites.

Two students, Judy and Ken, have been learning at a local TV station. Both have run the evening news camera. Judy has written news stories and Ken has done art work to illustrate the news.

"It's really hectic–two minutes before filming they are still running around getting bits and pieces," Ken said.

"It's the first time I've really looked forward to school," said the honor student. "By the end of the year I will have done more work than in my two previous years combined."

Another student, Dave, was kind of scared and said he felt guilty at first—as if he was skipping school because he was not held to a rigid class schedule.

His first learning experience was to help Kathy, a city social planner, write a grant for a community garden project in Pasco.

He contacted the city engineer to find out what land might be available and the water department to find out how much it would cost to get water to the site and worked with a county extension agent to find out how much seed and manure would be needed for the 49 people signed up for the project.

All students must meet a standard level of performance and be certified as competent by citizens of the Tri-Cities including an attorney, judge, bank official, insurance agent, driving instructor, police officer and a mechanic.

excerpted from the Tri-City Herald, October 26, 1975, Kennewick, Washington

In Tigard, Oregon, NWREL's original experimental EBCE program—Community Experiences for Career Education or $(CE)_2$—is now four years old. The program continues to serve 60 high school juniors and seniors, supported by an employer/community network of approximately 120 sites in the southwest Portland metropolitan area. The $(CE)_2$ learning center also serves as a demonstration center for NWREL implementation staff to show other interested communities what EBCE is all about.

In Kennewick, Washington, 31 juniors and seniors are enjoying their ventures into what one of them referred to as the "outside world"—more than 90 local businesses and agencies, including industries associated with the Hanford Atomic Energy Center. Three full-time professional staff, a half-time secretary and two tutors are helping students coordinate their many learning activities. The learning center is located downtown and draws students from two local high schools.

Up in the northeast portion of **Washington, Colville's** EBCE program is being operated by one person serving as both director and operations staff, assisted by one full-time learning aide. Several of the program's 20 students worked hard during the early weeks of the year to spruce up the learning center—one spare room in the junior high building. Since then, community-based learning has been going on at approximately 55 sites, including the U.S. Forest Service, where 85 occupations are open to student exploration. Colville and Kennewick have also had an EBCE student exchange with three students from each program changing places for one week—to explore occupations not available in their own community.

Hillsboro, Oregon's TOTAL (Total Experiences Through Action Learning) program has a student body of 60 ninth- through twelfth-graders. Now two years old, TOTAL boasts the cooperation of more than 50 employer/community sites. A part-time program director, three full-time staff and several student aides support student learning. Students use district buses to move between the learning center—located in the high school building—and community learning sites, generally clustered in downtown Hillsboro.

Since trying out selected EBCE procedures and materials in 1974-75, **Billings, Montana,** has evolved into a full-scale EBCE program for 20 full-time students and 20 part-time special education students. Staffed by two full-time professionals, the program enjoys facilities in the district's Career Education Center and draws sophomores, juniors and seniors from both local high schools.

Kodiak, Alaska's CE-2 program operates out of a separate facility on the high school campus. Like the other pilot sites, it offers its eleventh and twelfth grade students (now 29 strong) the full range of EBCE learning activities. In addition to the program director, three full-time professional staff and one support staff person coordinate student activities at 45 employer/community sites representing 160 occupations, including open-sea Coast Guard experience and seafood packing.

This information current as of Spring 1976

TOTAL Program Offers Students Alternate Education Approach

They call it TOTAL—Total Opportunities Through Action Learning. It might be the program for any student at Hillsboro High School.

Director of the low-key TOTAL program is Al Miller, career education director for the Hilhi School District.

"TOTAL shows a lot of promise," Miller notes, adding that the program is less costly per student than the regular school program.

TOTAL started last fall and grew from a handful of students to its capacity . . . The program doubled its enrollment from 30 to 60 students for the second program year.

Miller and his team obviously are happy with the way TOTAL has worked out, but they are especially happy with the change in students' attendance habits.

An evaluation of the program shows previous school attendance for TOTAL students was 46 percent . . . average daily attendance during the program rose to 92 percent.

"There is a lot to be learned from employers," according to another TOTAL staff member. "Students can hear only so much from teachers, and it's good for them to hear it from other places as well."

The appeal of TOTAL for students is its difference, Miller says, but they are "finding out just how important an education really is."

excerpted from the Hillsboro Argus, June 26, 1975

Steering Committee Endorses CE-2 Program

At a recent work session with the Board of Education the CE-2 Steering Committee strongly endorsed the CE-2 program and recommended that it be implemented in Kodiak . . . The steering committee found the financial future of the program to be solid since it will generate revenues sufficient to maintain its own operation on a continuing basis.

"Kids get turned on to their own education" through CE-2, Greg Moo (director of the program) told the audience. "Students pursue an individual learning course and account for their own time."

"The intent is not to learn a skill," Moo said, "the intent is to learn career options. Through this approach they will begin to see for themselves what is needed when they go out into the world."

A distinguishing feature of CE-2 is that learning in the disciplines—math, English, science and other basic subjects—will be tied in with direct experience.

While concentrating on career fields best adapted to their aptitudes and aspirations, participating students will be exposed to a variety of career experiences.

These will enable the student to understand how various available job opportunities and educational experiences contribute to career success. The CE-2 approach to secondary education has shown itself to be an excellent college preparatory program.

The committee says the community of Kodiak has responded very well to CE-2. To date 31 employers have agreed to participate in the program. More employer sites will be needed to round out this portion of the curriculum and to represent a cross section of the experiences and talent available in Kodiak.

"In talking to people in the community, I have found them to be very enthusiastic about the prospects for the many things related to helping young people learn work and job responsiblity, as well as the three R's and other important life skills our complex society demands," a spokesman says.

excerpted from the Kodiak Mirror, April 18, 1975 and June 25, 1975

Making EBCE Work for You

Now that EBCE has been tested and proven at pilot sites in districts throughout the Pacific Northwest, many educators are interested in finding ways of using EBCE materials and processes to improve secondary education in their own districts. NWREL offers materials and training to help other educators benefit from the EBCE experience. Two general options are available:

1. Installation of the Total EBCE Program

Comprehensive step-by-step EBCE handbooks are available to guide daily planning and operation of an EBCE program. Training sessions for administrators and EBCE staff members accompany the handbooks. Ongoing technical assistance is available.

2. Use of Selected EBCE Strategies

NWREL has isolated certain EBCE processes in stand-alone guides for staff and students in secondary school programs, whether traditional or alternative. More complex EBCE strategies are presented in EBCE training seminars. Any of these EBCE components can be used to supplement or extend traditional classroom activites.

EBCE Resources

Contact NWREL for more information about materials, training seminars and personnel resources for your use, whether you want more information about EBCE, want to use some of the EBCE strategies or want to implement the entire program.

Orientation Materials

Newcomers can become acquainted with EBCE through slide/tapes (approximately 15 minutes long, available on loan at no charge) and through a packet of introductory materials (single copies at no charge):

- **Introduction to EBCE** (slide/tape)
- **EBCE Learning Strategies** (slide/tape)
- **Program Overview Packet** (printed materials)

EBCE Handbooks

EBCE Handbooks are comprehensive references for planners and staff to use in implementing the total EBCE program. The five-volume set includes:

- **Management & Organization**
- **Curriculum & Instruction**
- **Employer/Community Resources**
- **Student Services**
- **Evaluation***

Stand-Alone Packages

The stand-alone packages are guides for students and staff to use in implementing specific EBCE learning strategies:

- **The Student Career Journal** (staff guide, student guide)
- **The Competencies** (staff guide, student guide)
- **Career Exploration** (staff guide, student guide)
- **Community Site Recruitment & Development*** (staff guide)
- **Accountability in Community-Based Programs*** (staff guide)
- **Community / Instructor Guidebook*** (guide for community people)
- **Student Projects in the Community*** (staff guide)

**Under development*

Training Sessions

Training sessions are available to introduce the newcomer to basic EBCE strategies and goals as well as to detail the critical components of the program. Topics covered include:

- **Basic introduction to EBCE**
- **More indepth analysis of the program**
- **How to plan your EBCE program**
- **How to adopt selected EBCE strategies**
- **Training of operations staff**

Technical Assistance

NWREL's Implementation Team, comprised of experienced EBCE staff, is available to help you with specialized training and planning, and seasoned advice in designing local program adaptations.

Parents Comment On EBCE

"We think the program is great because students learn by doing, not just by reading about how something is done."

"This type of experience has given my son a desire to finish school and has kept his interest."

"Our daughter's experiences at job sites have given her insight into careers she couldn't have experienced in high school."

"I liked the special interest of the staff in each student."

"We like the flexibility and freedom and the idea that the students are responsible for completing their work by certain dates although it's up to them to work out their daily schedules. We feel this is especially important if they plan on college."

"The program is great for some, but maybe not for all. Some students cannot handle that much freedom."

"If you have a house full of teenagers you know they don't like to sit still and in this program they're on the move."

for more information:

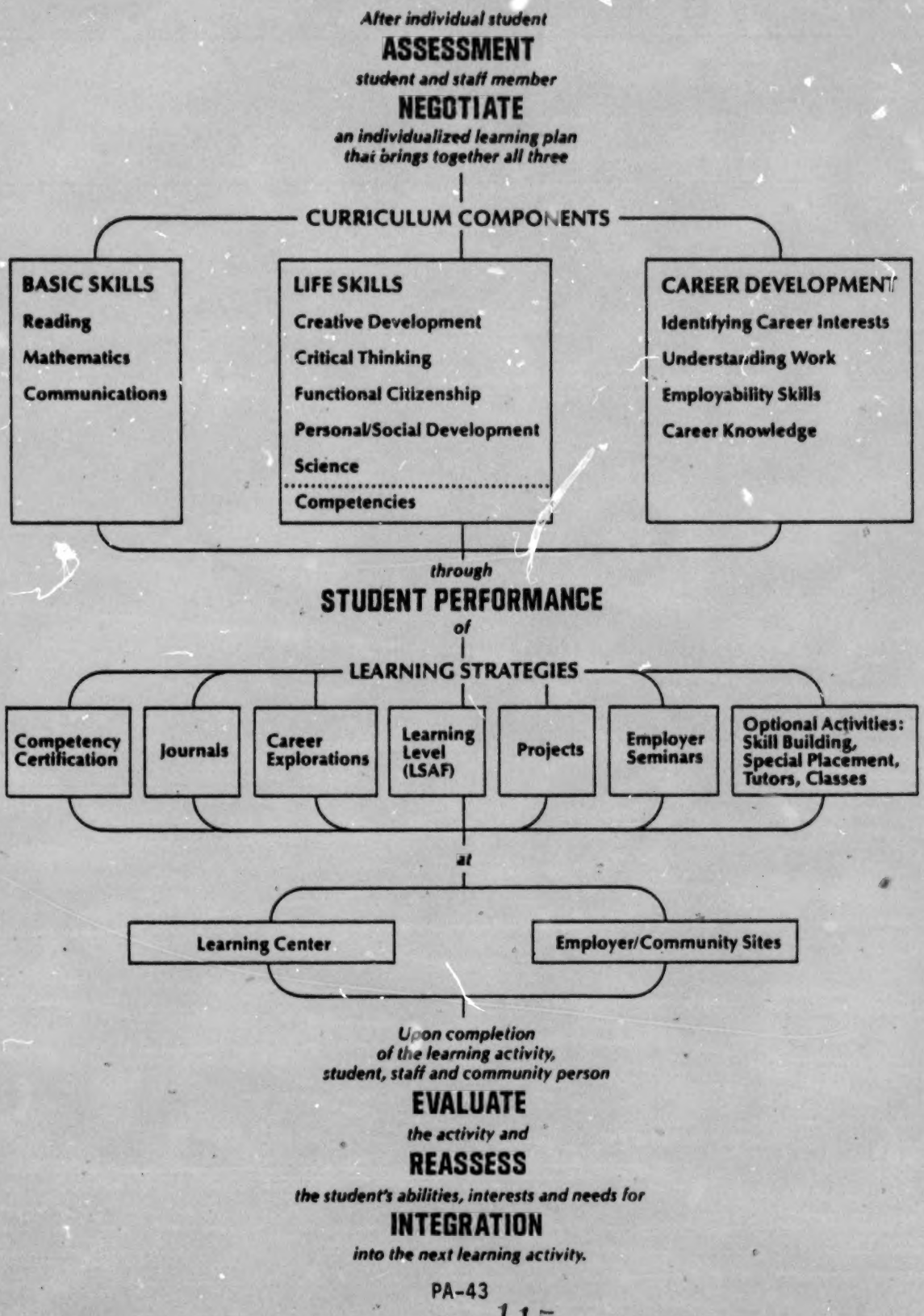
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204 (503) 248-6893

10,000 RP 8/75
Litho U.S.A.

SECTION IV-C:

NWREL EBCE CURRICULUM PATH

NWREL/EBCE CURRICULUM PATH



SECTION IV-D:

THE NWREL EBCE CURRICULUM

1 Agree on a glossary of basic definitions of curriculum components and instructional processes.

WHAT STUDENTS LEARN

The content of EBCE learning is individualized on the basis of each student's unique learner characteristics, personal goals and educational needs. Staff are guided in their negotiation of individual student learning plans by program outcome goals and, as necessary, learning objectives for each of three broad curriculum components.

Curriculum Components

The curriculum components (Life Skills, Basic Skills and Career Development) sketch broad guidelines for negotiating activities, resources and criteria that respond to individual student needs and interests. The components define skills considered important for every person to master; they are the organizers around which the individual content of each student's learning is planned. No two students will learn exactly the same facts or even apply the same skills in exactly the same situations. All students, however, are expected to increase their proficiencies in the general sets of skills established for each component by practicing those skills in a variety of ways that they choose in large part for themselves.

Life Skills

The Life Skills component organizes learning in the attitudes, information and techniques needed to survive in life and to find satisfaction and meaning as a changing individual and contributing member of society. Student growth in the Life Skills areas should enable the young person to more effectively bring together the roles of citizen, family member and worker. Life Skills learning includes practice in applied Basic Skills and helps students assimilate and make decisions about their many Career Development experiences. (See page 19.) There are six Life Skills areas in which student learning is prescribed:

Creative development works with the person's potential for challenging limits and making meaning out of life.

Critical thinking builds on basic common sense and helps students use simple problem solving skills in planning all aspects of daily living.

Functional citizenship deals with the knowledge and processes necessary to be more effective in our society's governing systems.

Personal/social development focuses on refining the person's sense of self and others as a very real and reciprocal relationship fundamental to human life.

Science deals with the use of scientific methods and procedures to analyze technology's impact on natural environments and cultural values.

Competencies are the logistical elements of living today, the survival skills needed to navigate the modern world. They include abilities such as driving an automobile and maintaining physical health and are based directly on input from the local community regarding its particular needs and expectations. (See page 331.)

Basic Skills

The Basic Skills component concentrates on the reading, mathematics and communications skills essential to performing tasks and functions students encounter in the program and in adulthood. Basic Skills learning occurs primarily through applied tasks in Career Development and Life Skills activities negotiated individually with each student and practiced at community sites. As necessary, intensive programs are used for improving fundamental skills--that is, skills necessary before applied tasks can be performed. (See page 24.)

Career Development

The Career Development component helps students identify, assess and refine career information and skills through realistic experiences with people and places in the community. Career Development learning is integrated with Basic Skills and Life Skills activities to emphasize the relationships among career goals, educational choices and lifestyle aspirations. (See page 31.)

Program Outcome Goals

Program outcome goals define EBCE's expectations for what students will learn. They are based on the program's assessment of the elements necessary for a comprehensive education and reflect input from various community representatives to insure applicability to the needs and conditions of the locality served by the program. For staff, outcome goals serve as guidelines for planning and evaluating the effectiveness of student learning in each curriculum component. For students and the community, they constitute a statement of the program's educational intent. (See page 14.)

Learning Objectives

Learning objectives are used in two senses in EBCE. For the Life Skills and Career Development components, preset learning objectives define the kinds of learning students should experience in those areas. For Basic Skills the program defines outcome goals but does not attempt to further establish group norms, preferring instead to negotiate individual objectives that best reflect both the student's present abilities and future goals.

Learning objectives are also derived for each community site participating in EBCE so that student onsite learning can be prescribed to reflect specific opportunities available at individual workplaces. (See "Learning Site Analysis," page 11.)

Program Completion Requirements

EBCE requirements for students graduating from the program are couched largely in performance terms which specify numbers and types of activities to be completed. Individual content requirements are negotiated with each student to relate curriculum goals with the kinds of information and skills that particular young person needs to continue pursuing personal career and lifestyle goals on a lifetime basis. EBCE's requirements are as follows:

> Each year, students must complete ten projects, two in each Life Skills area.
>
> All thirteen competencies must be completed by all students (whether they enter as juniors or seniors).
>
> Each year, students must complete a minimum of five career explorations and generally demonstrate adequate use of employer/community site resources and opportunities to the satisfaction of staff and employer instructors.
>
> Waiver Clause: Any of the above requirements may be modified or waived on the written recommendation of a staff member and approval by the program administrator.

HELPING INDIVIDUALIZE STUDENT LEARNING

Planning and monitoring activities described below include all those actions and events necessary to assess, prescribe and evaluate individual learning plans for each student and to help

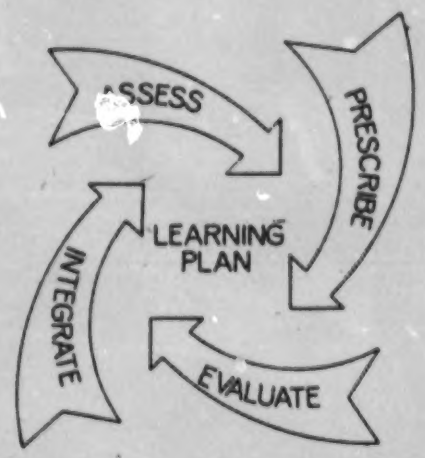
the student integrate learning experiences into a unified sense of self and direction. They also insure that each student's activities are commensurate with both individual goals and interests and program expectations.

Learning Plans

Learning plans are well-analyzed, sequenced sets of learning activities individually negotiated with students to move them toward clearly defined learning goals. Learning plan development is an ongoing process by which learning is structured and goals are refined for each student throughout the program year.

Learning Plan Cycle

The learning plan cycle describes a logical pattern that is reflected in virtually all student/program interactions and is repeated constantly through the development of individual learning plans. The cycle guarantees consistency of treatment among all student learning activities and includes four basic phases:



ASSESSMENT: the gathering and continual updating by staff and student of diagnostic information about each student's learning style, interests and abilities.

PRESCRIPTION: the planning of individual activities, resources and criteria for learning strategies based on individual assessment data and negotiated to meet both individual and program goals.

EVALUATION: judging performance of learning strategies and general growth in terms of each student's expressed goals and assessed abilities.

INTEGRATION: helping students reflect on and synthesize learning experiences and refine self-concepts and career/lifestyle goals as part of a total growth process. (See page 44.)

Negotiation

The concept and practice of negotiation is absolutely essential to EBCE. In a broad sense, the spirit of negotiation characterizes the atmosphere within which students and adults continually exchange ideas, observations, information and opinions. More specifically, it is a tool which everyone in EBCE can rely on in the course of making decisions about student learning plans and student behavior in general. It occurs throughout the learning plan cycle as activities and criteria are developed that match the goals and expectations of the student, the program and the community.

Accountability

The Student Accountability System is a set of standards and expectations for student behavior and performance. It also identifies a sequence of conferences to be followed when an individual student action conflicts with an accountability standard. Through these conferences courses of action are negotiated that accommodate the rights and responsibilities of both the student and the program. (See page 77.)

School Year Action Zones

School year action zones are a way of making clear to students the importance of managing their time wisely while in an individualized program such as EBCE. The school calendar is broken into nine action zones. For each zone tasks are recommended that students should complete for that portion of the year. Students are not strictly required to meet all expectations listed in an action zone but must use the zones as a basis for negotiating target dates that will enable them to finish all activities required each year by the program. (See page 81.)

Learning Site Analysis

As an important preparation for prescribing individualized learning in the community, staff complete a Learning Site Analysis Form (LSAF) for each site active in the EBCE employer network. LSAF information is gathered in interviews with employer site personnel and includes specification of materials, tools, equipment and job-related tasks students may encounter at sites. LSAFs are used to develop site-specific learning objectives that in turn are built into student project activities. (See page 72.)

Learning Resources

People, places and materials in the community itself form the major portion of learning resources used by EBCE students as they complete their individual learning plans. Supplementary materials and detailed reference files of available community resources are kept at the program's learning center. (See page 477.)

HOW STUDENTS LEARN

Individual EBCE learning strategies combine experiences in Life Skills, Basic Skills and Career Development and help students achieve the kinds of growth outlined in the program's outcome goals for each area. All strategies reflect the EBCE concept of learning as the process of integrating knowledge and experiences from many areas and encourage students to become self-directed learners who regard their education as an ongoing and lifetime process. Taken together they comprise the student's individual learning plan and their implementation should follow the basic learning plan cycle of assessment, prescription, evaluation and integration.

Career Explorations

Career Explorations are three- to five-day student encounters with the people and job tasks related to occupations that interest them. At community sites of their choice, students complete Exploration Packages that help them practice investigation and assessment techniques they can use in career planning throughout their lives. (See page 105.)

Projects

Projects are individualized, problem-centered guides to help students blend learning objectives from Life Skills, Basic Skills and Career Development in activities performed largely at community sites of their choice. Project design and processes encourage students to manage their own learning and to perceive the relationships among personal goals, career options and specific knowledges and skills. In effect they are the "starting blocks" and "direction finders" students use to define and pursue immediate learning goals and to examine and refine broader career/life aspirations. (See page 189.)

Learning and Skill Building Levels

Both learning and skill building levels enable students to follow through on their career explorations of community sites by returning for longer and more indepth learning experiences. Both types of site use involve the student extensively with the people, equipment and other resources available at workplaces in the community.

On learning levels students gain practice in job skills through skill development activities and achieve Life Skills and Basic Skills objectives through individualized projects negotiated for each site. On skill building levels the student commits to a training program in the entry-level skills needed for employment in a given occupation. Projects are optional for skill building levels. (See page 277.)

Competency Certification

Competency certification is the process whereby students demonstrate their proficiency in various survival tasks such as driving an automobile, filling out tax forms, establishing a bank account. Students manage their own use of resources and scheduling of appointments with members of the local community who serve as competency certifiers. (See page 331.)

Student Journals

The journal is a way for students and staff to share thoughts and feelings with each other through a series of journal entries written and responded to on a regular basis over an extended period of time. Journals also help staff to assess and deal with student writing and communication abilities and to generally support student growth. (See page 411.)

Employer Seminars

Employer seminars are regular meetings of students with employers and other community people to discuss career development topics. The seminars help students better perceive issues and trends occurring nationally through frank discussion with individuals from the local community who are impacted directly by such issues as the changing work ethic, job discrimination, retirement and career mobility. (See page 455.)

2

Specify program outcome goals to be achieved by the curriculum

Program outcome goals define EBCE's expectations for what students will learn. They are based on the program's assessment of the elements necessary for a comprehensive education and reflect input from various community representatives to insure applicability to the needs and conditions of the locality served by the program. For staff, outcome goals serve as guidelines for planning and evaluating the effectiveness of student learning in each curriculum component. For students and the community, they constitute a statement of the program's educational intent.

The goals are in four categories. The first three--Life Skills, Basic Skills and Career Development correspond to the three curriculum components on the basis of which individual learning objectives and activities are negotiated for each student. The last category--experiential outcomes--sums up other areas of growth important to a young person's transition to adulthood. While not necessarily addressed as specific objectives in a student's learning plan, experiential outcomes occur in a very real way as a result of student interactions with EBCE people, processes, concepts and places.

LIFE SKILLS

Critical thinking: increased ability to gather, analyze and interpret information and seek solutions to problems

Science: increased recognition and application of scientific procedures and methods, particularly in the analysis of technology's impact on natural environments and cultural values

Personal-social development: increased ability to understand and accept responsibility for self, personal behavior and effects of actions and attitudes on others

Functional citizenship: increased understanding and application of democratic processes in interpersonal actions and in the private sector as well as in local, state and federal government

Creative development: increased ability to identify and participate in creative processes to blend new and existing materials, ideas or concepts into unique forms or experiences

Competencies: ability to perform survival tasks necessary to economic, planning, legal/political, health/safety, property maintenance, recreational and occupational aspects of modern life

BASIC SKILLS

Fundamental basic skills: increased proficiency in reading, writing, oral communication and mathematics

Applied basic skills: increased ability to perform applied skill tasks related to careers of interest and identified on employer sites

Lifetime basic skill development: increased understanding of how Basic Skill needs vary as careers vary and how to adjust to meet skill levels required by careers of interest

Everyday basic skill application: increased willingness to apply Basic Skills to work tasks and to everyday problems

CAREER DEVELOPMENT

Identifying career interests: increased knowledge of personal aptitudes, interests and abilities as applied to potential career interests

Understanding work: increased knowledge of social, governmental and economic issues and trends in the world of work

Employability skills: increased dependability and general skills in job finding, job application and on-the-job negotiations necessary in daily work interactions

Career knowledge: increased knowledge of financial and psychological inducements, preparation needs and available preparation programs in potential careers

EXPERIENTIAL OUTCOMES

Gathering information: ability to assess many sources (people, places, materials, events) in gathering information for work and decision making

Communication with adults: ability to demonstrate self-confidence and understanding in two-way communication with adults

Initiative: ability to initiate and take responsibility for actions

Understanding others: ability to trust, to be open to change, and to respect differing values in people and institutions

Decision making: ability to use total sensory system in decision making

Preparation for adulthood: ability to assume adult responsibilities and relationships in a positive and self-confident manner

CROSS-REFERENCES

The Life Skills component is described more fully in Item 4 of this section, pages 19-23.

The Basic Skills component is dealt with in Item 5 of this section, pages 24-30.

The Career Development component receives attention in Item 6 of this section, pages 31-35.

Discussion of experiential outcomes is introduced as appropriate throughout this handbook.

3 Agree on the people who will be involved in curriculum and instruction

EBCE curriculum and instruction depends on the cooperation of many different people, including staff, students, parents, community site personnel and many others from the community who volunteer to serve as resources for student learning. Below we offer a brief summary of the roles of various program participants. Further explanation of these roles appears as appropriate throughout this handbook.

NOTE: "Personnel" in Management & Organization and the handbook on Employer/Community Resources give additional information concerning staff roles and the use of employer instructors.

PROGRAM STAFF

Learning managers are based at the learning center and are responsible for negotiating the major portion of each student's individual learning plan. Learning managers work with students to design projects, discuss educational and career alternatives and plan target dates and strategies for meeting program learning requirements. Learning managers also serve as correspondents for student journals.

Employer relations specialists are liaisons between staff at the EBCE learning center and employer instructors in the community. They help students select sites and assist as necessary in student learning activities in the community. They also monitor student performance and give support to employer instructors.

The learning resource specialist is a learning center staff person responsible for overseeing student use of learning resources--both in the community and at the learning center. This staff person is also responsible for coordinating the recruitment and student use of competency certifiers.

The student coordinator is also based at the learning center and is responsible for facilitating various assessment procedures. The student coordinator also serves as liaison between the program and other schools (for transcript/records purposes) and helps interface student and staff work in various learning strategies with broader program goals relating to the student's personal growth.

SECTION IV-E:

PROGRAM DESCRIPTION FROM

EDUCATIONAL PROGRAMS THAT WORK

From Educational Programs That Work, Fall 1978.

PROJECT EXPERIENCE-BASED CAREER EDUCATION (EBCE)
[Northwest Regional Educational Laboratory]

descriptors

Educational Alternatives
Community Involvement
Interdisciplinary Approach

target audience

Secondary or post-secondary students (grades 7-14) are presently enrolled in versions of EBCE adapted to their needs, interests, and abilities. (Age restrictions are sometimes established by community resource sites.)

description

A competency-based alternative that asks students to step outside the classroom walls for approximately half of their school time.

EBCE can be a full-time alternative program distinct from the traditional school (even located off-campus), or it can be operated as an in-school option to supplement traditional instruction. Teachers become coordinators of student learning, and help students choose and use community sites (business, industrial, labor, cultural, professional, governmental, or environmental) as primary resources to meet curriculum objectives. Students choose community sites for preliminary exploration followed by more intensive visits; utilizing the experience of these visits, as well as a wide variety of both traditional and nontraditional resources, students complete individualized projects that are written to specific academic, life skill, and career development objectives. Students are assisted in developing skills in time management and short- and long-range planning. They are held accountable for their own time, learning, and behavior, with expectations of increasing maturity and responsibility. Before completing EBCE, students must demonstrate proficiency in a variety of competencies to the satisfaction of community experts. The program usually relies on an advisory committee composed of parents, students, and representatives from education, business, and labor. Students earn both required and elective credit and receive a regular high school diploma.

(One of four EBCE model programs that received JDRP approval simultaneously.)

assurances/claims

Continuous external and internal evaluation has reinforced predictions that students in EBCE would make a smoother transition to adulthood because of their community experiences. Data indicate significant increase in students' career planning and ability to communicate effectively with adults. Progress has also been noted in students' ability to relate their personal interests and values to career choices. Summaries of evaluation findings available on request.

implementation requirements

Communities adopting EBCE report much greater success when staff have participated in at least three days of program design and planning plus five days of training in the new procedures this innovation requires. It is highly desirable for the new staff to visit an operating EBCE program. In addition, one week of inservice consultation after the program has been operating for awhile has been found extremely valuable. Some programs use separate facilities in the community; others remodel or use existing building space as the EBCE learning center. Student transportation options need to be examined, as well as time and resources for community site recruitment and utilization.

financial requirements

EBCE programs operate at approximately the average secondary per-pupil costs in most districts.

services available

An NDN-funded Developer/Demonstrator project.

Descriptive material available at no charge. Set of five user handbooks, slide tapes, and related aids available at cost. NWREL also offers general classroom materials for teachers interested in use of community resources with or without the EBCE emphasis. A current list of operating EBCE programs using the NWREL approach around the nation is available for persons interested in arranging their own site visits. Laboratory staff available to attend out-of-state awareness conferences (costs to be arranged). Planning, training, and follow-up inservice available in Portland or at adopter site (costs to be arranged).

contact Rex Hagans, Program Director; Education and Work Program; Northwest Regional Educational Laboratory; 710 S.W. Second Ave.; Portland, OR 97204. (503) 248-6893.

Developmental Funding: National Institute of Education USOE JDRP No. 75-22 Approved: 5/6/75

Compiled Fall 1978

SECTION IV-F:

LIST OF NWREL EBCE SITES

LIST OF NWREL EBCE SITES

On the next several pages is a list of persons and programs involved in NWREL EBCE programs all over the United States. Because of the continual start-up of new programs, we cannot guarantee this list to be exhaustive. However, it does contain all those agencies whose staff have been trained by NWREL EBCE staff.

To provide basic descriptive information about each listing, data in each of eight categories have been coded as shown below.

SITE CHARACTERISTICS AND CODES

Population density of community setting (by Bureau of Census category)

- a agricultural area
- t town of less than 50,000
- T densely settled area of a city of 50,000 or more

Grade levels (age) in program

- J junior high
- H high school
- A college age; adult

Type of students programs serve

- G general population
- M mentally gifted
- E special education
- D disaffected
- H educationally handicapped
- P pregnant teenagers; teenage mothers
- U unemployed; education dropouts

Full-time or part-time

- P part-time
- F full-time

Number of instructional staff (full-time equivalents) including lay assistants

Actual number listed

Current enrollment

Actual number listed

Ethnic representation

1 One ethnic group represented
2 Two ethnic groups represented
3 More than two ethnic groups represented

Administrative structure within the agency/school

S separate facility and institutional identity
C class in a school
D department of a school
d department of an alternative school
I teaching strategy infused into the school curriculum
L part of a school's learning center
PC administratively separated but physically co-located with another school

NWREL EBCE SITES

	Community Population	Grade Levels	Type of Student	Full-or Part-time	Number Staff	Number Students	Ethnic Groups	Rel. to School
ALABAMA								
ACTIO-N (Advancing Careers Through Individual Opportunities--NOW) Conecuh County Public Schools P. O. Box 388 Evergreen, AL 36401 Contact Person: Harold Ryals Project Director	a	H	G	P	4	51	2	S
ALASKA								
CCE (Cordova Career Exploration) Cordova Public Schools P. O. Box 140 Cordova, AK 99674 Contact Person: Mike Gilman, Director Career Education	t	J	G	P	2	22	3	C
CE-2 Kodiak Island Borough School District P. O. Box 886 Kodiak, AK 99615 Contact Person: Asa Beehler Team Leader	t	H	G	F	7	35	3	D
ARIZONA								
Tucson EBCE Program Special Projects High School Tucson Public School District #1 P. O. Box 4040 Tucson, AZ 85717 Contact Person: Lou Ann Daldrop Administrative Assistant	T	H	G	P F	5	90	3	d
ARKANSAS								
Career Education Foothills Vocational Technical School 1800 East Moore Avenue Searcy, AR 72143 Contact Person: Jewel White Project Director	a	J H	G	P	16	623	2	C

NWREL EBCE SITES

COLORADO

	Community Population	Grade Levels	Type Student	Full-or Part-time	Number staff	Number Students	Ethnic Groups	Rel. to Sch
CEBCEM State Board for Community Colleges and Occupational Education, Room 207 1525 Sherman Denver, CO 80203 Contact Person: Jannice Cromwell Project Director	-	-	-	-	-	-	-	-
Eagle County School District RE 50 Eagle, CO 81631 Contact Person: Linda Jones Local Coordinator	t	J H	G M	P	69 Part time	515	2	C
Holyoke School District RE 1J Holyoke, CO 80734 Contact Person: Don Smith Local Coordinator	a	J H	G	F P	29 Part time	205	1	C
Rocky Ford School District P.O. Box 311 Rocky Ford, CO 81067 Contact Person: Jim Hamm Local Coordinator	a	J H	G	P	104	648	2	I
ECC (Exploring Careers in the Community) Jefferson County Public Schools 1209 Quail Lakewood, CO 80215 Contact Person: Cherie Lyons Local Coordinator (for programs in six schools)	T T T T T T	S S J J J H	G G G G G G	P P P P P P	2 2 2 2 3 3 Part time	50 50 50 50 100 35	2 2 2 2 2 2	D D D D D D

NWREL EBCE SITES

	Community Population	Grade Levels	Type of Student	Full-or Part-time	Number Staff	Number Students	Ethnic Groups	Rel. to School
COLORADO (cont'd)								
Jefferson County Gifted and Talented (Jr. High) Jefferson County Public Schools 1209 Quail Lakewood, CO 80215 Contact Person: Nancy Brown Project Specialist (for programs in three schools)	T T T	J J J	M M M	P P P	4 1 1 Part time	50 12 25	2 2 2	D C D
Jefferson County Gifted and Talented (Sr. High) Jefferson County Public Schools 1209 Quail Lakewood, CO 80215 Contact Person: Carolyn Crusey Project Specialist (for programs in three schools)	T T T	H H H	M M M	F P P	1 1 1 Part time	12 10 10	2 2 3	C C C
State Contact Person: Dan Petro, Consultant Career Education Department of Education State Office Building Colfax and Sherman Denver, CO 80203	-	-	-	-	-	-	-	-
DELAWARE								
Project R.E.A.L. (Relevant Experiences For Alternative Learning) New Castle County School District AREA III Administration Building 83 E. Main Street Newark, DE 19711 Contact Person: C. Wayne Hill, Coordinator	T	H	G	F	7	57	2	C
FLORIDA								
EBCE Program Division of Vocational Education Department of Education Knott Building Tallahassee, FL 32304 Contact Person: C. Virginia Bert Division of Vocational Education	-	-	-	-	-	-	-	-

NWREL EBCE SITES

	Community Population	Grade Levels	Type of Student	Full-or Part-time	Number Staff	Number Students	Ethnic Groups	Rel. to Sch
HAWAII								
Project Holomua Department of Education P. O. Box 4160 Hilo, HI 96720 Contact Person: Frank Triplett Project Director	a	H	G	F P	8	75	3	S
IDAHO								
CARES (Community Activities and Resources to Educate Students) Pocatello School District #25 224 S. Arthur Pocatello, ID 83201 Contact Person: Paul Matthews Project Director	T	H	G D	F	5	41	1	D
State Contact Person: Leila Lewis, Consultant Career Education/Pupil Personnel State Department of Education Len B. Jordan Office Building Boise, ID 83720	-	-	-	-	-	-	-	-
ILLINOIS								
Illinois EBCE Project Decatur Public Schools Area Vocational Center 300 East Eldorado Decatur, IL 62523 Contact Person: Mary Ann Hubbard Project Director	T	H	G	F P	3	65	2	S
State Contact Persons: Nona Janssen EBCE State Coordinator Illinois Office of Education 100 North First Springfield, IL 62777	-	-	-	-	-	-	-	-
Carol Sanders EBCE Training Coordinator Buzzard Education Bldg. Number 210 Eastern Illinois University Charleston, IL 61920	-	-	-	-	-	-	-	-

NWREL EBCE SITES

	Community Population	Grade Levels	Type of Student	Full-or Part-time	Number Staff	Number Students	Ethnic Groups	Rel. to School
INDIANA								
Interface Indianapolis Public Schools Education Center 120 East Walnut Indianapolis, IN 46204 Contact Person: Wally Hoffman, Director Secondary Instruction Division of Curriculum & Supervision	T	H	G	P	18	267	2	C
KENTUCKY								
EBCE Program Fayette County Public School System 701 East Main Street Lexington, KY 40502 Contact Persons: Frances Ruhlin Project Director Edward Murphy, Director Vocational-Career Education	T	H	G	F P	7	90	2	L
MARYLAND								
Harbor City Learning Center/EBCE 2518 Maryland Avenue Baltimore, MD 21218 Contact Persons: Harry Bosk Cluster Coordinator Larry Rosenfeld, Team Leader	T	H	D	F	6	240	1	S
MICHIGAN								
WEBCE (Waterford Experience-Based Career Education) Instructional Materials Center 1325 Crescent Lake Road Pontiac, MI 48054 Contact Person: Dave Freeman Project Director	T	H	G	F P	5	52	1	L
Career Education Experience Wayne-Westland Community Schools 3712 Williams Wayne, MI 48184 Contact Person: Paul Poledink Project Director	T	H	G	F	4	39	1	C

NWREL EBCE SITES

	Community Population	Grade Levels	Type of Student	Full-or Part-time	Number Staff	Number Students	Ethnic Groups	Rel. to Sc
MICHIGAN (cont'd)								
EBCE Program Genesee Intermediate School District 2413 West Maple Flint, MI 48507 Contact Person: Sammie Williams Regional Coordinator (for programs in three schools)	T T T	H H H	G G G	F P F	3 3 4	12 8 20	1 1 3	S D PC
MISSOURI								
ebce Parkway School District 120 Henry Road Manchester, MO 63011 Contact Person: William Sparks Project Director	T	H	G	F P	8	78	1	D
MONTANA								
$(CE)_2$ Billings Career Education Center 3723 Central Billings, MT 59102 Contact Person: Gary Garlock Project Director	T	H	H	F	2	14	2	L
EBCE Program Great Falls Public Schools 1100 Fourth P.O. Box 2428 Great Falls, MT 59403 Contact Person: Frances Jackson, Director Career Education	T T T T T	H H H H H	P G D D M	F P P F P	- - - - 1	27 343 30 30 8	3 2 2 2 2	C C C C C
NEBRASKA								
EBCE Program The Senior High School 2124 North Lafayette Grand Island, NE 68801 Contact Person: Burnett Terman Assistant Principal	a	H	G	P	3	35	1	C

NWREL EBCE SITES

NEVADA

	Community Population	Grade Levels	Type of Student	Full-or Part-time	Number Staff	Number Students	Ethnic Groups	Rel. to School
ACE (Alternative Career Exploration) Western Nevada Community College 2201 West Nye Lane Carson City, NV 89701 Campus Site Locations: Carson City, Fallon, Yerington, Hawthorne Contact Persons: Jack Davis, Marcia Berasain, Co-Directors Barbara Taylor, Coordinator	T	A H	G	P	3	16	1	D
EBCE Program Clark County Community College 3200 East Cheyenne North Las Vegas, NV 89030 Contact Person: Paul Schwarz, Chairman Business Office	T	A	G	P	1	10	3	C
EBCE Program Carson High School P.O. Box 603 Carson City, NV 89701 Contact Person: James Barclay, Coordinator	t	H	D	P	1	45	3	C
EBCE Program (Special Education) Storey County High School Drawer "C" Virginia City, NV 89440 Contact Person: Hugh Gallagher Project Director	t	J H	E	P	1	20	3	L
EBCE Program (Applied Mathematics) Northern Nevada Community College Fall Street Elko, NV 89801 Contact Person: Amy Emerson Project Coordinator	t	A	G	P	1	20 Part time	3	I Math
State Contact Person: Jim Bean EBCE Coordinator Myrna Macdonald EBCE Consultant Department of Education 400 W. King Street Carson City, NV 89701	-	-	-	-	-	-	-	-

NWREL EBCE SITES

	Community Population	Grade Levels	Type of Student	Full-or Part-time	Number Staff	Number Students	Ethnic Groups	Rel. to S
NORTH DAKOTA								
CE+ (Career Education Plus) Central Campus High School Minot, ND 58701 Contact Person: Wayne Brostrom Local Coordinator	t	H	G	P	4	49	1	C
OREGON								
(CE_2) Community Experiences for Career Education Jackson County Intermediate Education District (CE) 2 Center 17 West Fourth Street Medford, Oregon 97501 Contact Person: Vince Gallo Project Director	a	H	G	F P	5	50	1	S
TOTAL Hillsboro Senior High School 3285 S. W. Rood Bridge Road Hillsboro, OR 97123 Contact Person: Larry Kolb Project Director	a	J	G	F P	3	45	1	PC
$(CE)_2$ Tigard Senior High School 9000 S. W. Durham Tigard, OR 97223 Contact Person: Lorna Russell Project Coordinator	T	H	G	F	5	60	1	L
North Clackamas School District 12 Talented and Gifted Program 2302 S. E. Willard Street Milwaukie, OR 97222 Contact Person: Annlie Peterson Gifted & Talented Consultant	T	J	M	P	.80	50 Part time	3	S
State Contact Person: Sharon Martin Career Exploration State Department of Education 942 Lancaster Drive, NE Salem, OR 97310	-	-	-	-	-	-	-	-

NWREL EBCE SITES

	Community Population	Grade Levels	Type of Student	Full-or Part-time	Number Staff	Number Students	Ethnic Groups	Rel. to School
PENNSYLVANIA								
BEBCE (Building Experience-Based Career Education) John F. Kennedy Center 734 Schuylkill Avenue Philadelphia, PA 19146 Contact Person: George Davis, Director Career Education	T	H	G	F	7	80	2	S
Career Development and Training Center 700 Upland Avenue Upland, PA 19015 Contact Person: Dennis Tallon, Director	T	J H	G* *economically deprived	P	11	35	3	S
EBCE Program Teacher Corps Project Interboro High School 16th and Amosland Avenue Prospect Park, PA 19076 Contact Person: Tom Treacy Project Director	T	H	G	P	3	29	1	L
SOUTH DAKOTA								
Pathfinder Project Watertown Independent School District 120 Third Street, West Watertown, SD 57201 Contact Person: Clayton Carlson Project Director	a	H A	D U	F P	4	130	1	L
TEXAS								
San Antonio EBCE Education Service Center Region 20 1550 N. E. Loop 410 San Antonio, TX 78209 Contact Person: Bill Lafferty Project Director	T	H	G	F	6	80	2	S
Mission EBCE Mission CISD 1116 Conway Avenue Mission, TX 78572 Contact Person: Mona Parras Project Director	t	H	G	F	6	20	1	S/D

NWREL EBCE SITES

	Community Population	Grade Levels	Type of Student	Full-or Part-time	Number Staff	Number Students	Ethnic Groups	Rel. to Sc
TEXAS (cont'd)								
State Contact Person: Carl Hoffmeyer EBCE Project Director Texas Education Agency 201 East 11th Street Austin, TX 78701	-	-	-	-	-	-	-	-
UTAH								
(WE) 2 (Work Exploration and Experience) Bountiful High School 695 Orchard Drive Bountiful, UT 84010 Contact Person: Margaret Jensen Learning Manager	T	H	G	P	2	28	1	L
VIRGINIA								
ExCel (Exploring Careers Through Experiential Learning) Prince William County Schools P.O. Box 389 Manassas, VA 22110 Contact Persons: Kent Clark Project Director David Bosley, Project Coordinator (for two schools) Woodbridge Senior High School 3001 Old Bridge Road Woodbridge, VA 22191	T	H	G	F	6	66	2	L
WASHINGTON								
CBCE (Community Based Career Education) Highline School District #401 15675 Ambaum Blvd., S. W. Seattle, WA 98166 Contact Person: Chuck Judd Assistant Director Career Education	T	H	G	P	7	125	1	C
(CE)2 Bellevue School District #405 310-102nd Avenue, N. E. Bellevue, WA 98004 Contact Person: Jim Schulz Project Manager	T	H	G	P	5	45	1	C

NWREL EBCE SITES

	Community Population	Grade Levels	Type of Student	Full-or Part-time	Number Staff	Number Students	Ethnic Groups	Rel. to School
WASHINGTON (Cont'd)								
$(CE)_2$ Kennewick School District 200 South Dayton Kennewick, WA 99336 Contact Person: Les Adams Project Director	T	H	G	F	4	50	1	S
CE_2 Colville Senior High School Colville, WA 99114 Contact Person: Tom McKee Project Director	a	H	G	F P	2	27	1	L
Yakima School District 104 N. Fourth Yakima, WA 98902 Contact Person: Juan Plata Project Director	a	H	G	F P	7	20	1	S/D
WYOMING								
CERTS (Career Ed. Resources for Teaching Students) Johnson County 102 N. Main Buffalo, WY 82834 Contact Person: Marilyn White, Coordinator Special Services	a	H	E	F	1	5	1	C
Community-Based Education Lander Valley High School 1000 Main Street Lander, WY 82520 Contact Person: James Schlegel Project Coordinator	t	H	G	F P	4	20	2	L
Experience-Based Education Laramie Senior High School 1948 Grand Laramie, WY 82070 Contact Person: James Deaver Project Coordinator	t	H	G	F	3	10	1	C

NWREL EBCE SITES

WYOMING, (Cont'd)

Community Population	Grade Levels	Type of Student	Full-or Part-time	Number Staff	Number Students	Ethnic Groups	Rel. to Sch
T	H	G	F	5	23	2	L
t	H	G	F	3	18	1	C
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

Community-Based Education
Alternative High School
2810 House
Cheyenne, WY 82001

Contact Person: Clark Allen
Project Coordinator

EBCE Glenrock
Converse County School District
Box 51
Glenrock, WY 82637

Contact Person: Keith Dodd
Project Coordinator

State Contact Persons:

Michael Elliott, Coordinator
Career Education
Department of Education
Hathaway Building
Cheyenne, WY 82002

Linda Olsen
Project Coordinator
NIE/EBCE
University of Wyoming
P.O. Box 3374
University Station
Laramie, WY 82071

SECTION IV-G:

FIVE DIFFERENT STAFFING PATTERNS & PROGRAM COSTS

INFORMATION ON VARIOUS STAFFING PATTERNS AND PROGRAM COSTS

October 1977

Name	Year of Operation	Students	Staffing Pattern	Community Sites	Program Facility	LEA Commitment of Resources
Site A Colville, Washington	Third	20 students; grades 11-12; cross-section	1 three-quarter time staff combining roles of program director, learning manager, employer relations specialist 1 full-time aide functioning as learning manager	Approximately 127 employer/community sites Broad range (including forestry service and Spokane airport) offering nearly 300 careers from sheepshearing to mortician	One room in junior high school building	Totally supported on district money Approximately $800 per pupil cost*
Site B Hillsboro, OR	Fourth	50 students; grades 9-12; originally for dropouts; now beginning cross-section	1 20% project director time 1 learning manager 1 employer relations specialist 1 student coordinator 2 aides	Approximately 150 employer/community sites Broad range	Two rooms in senior high school building	Totally supported on district money $1,340 per pupil cost*
Site C Kennewick, Washington	Third	50 students; grades 11-12; cross-section	1 learning manager/employer relations specialist/ project coordinator 1 learning manager/employer relations specialist 1 learning manager/employer relations specialist/ competency coordinator 1 secretary	Approximately 200 Broad range (including agri-business, transportation, food processing, Hanford Atomic Plant, construction industries	Office space in downtown professional office building (program draws from two high schools)	Totally supported on district money $1,500 per pupil cost*
Site D Kodiak, Alaska	Third	35 students; grades 11-12; cross-section; ethnic mix	1 team leader 1 employer relations coordinator 1 learning manager equivalent (using three high school personnel @ 1/3 FTE each) 2 tutors 1 secretary 1 van driver	Over 75 sites with 120 employer instructors Broad range (including Coast Guard base)	Separate building on high school campus	Totally supported on state funds $1,700 per pupil cost*
Site E Billings Montana	Third	10 students; grades 10-12; educationally handicapped	1 10% project director time 1 learning manager/learning resource specialist	Approximately 35	Part of Career Ed. center, a facility separate from the two high schools from which EBCE students are drawn	Totally supported on state special education funds $1,050 per pupil cost*

* These are the 1976-77 school year figures.

SECTION IV-H:

SOME WAYS IN WHICH EBCE PROGRAMS VARY

SOME WAYS IN WHICH EBCE PROGRAMS VARY

In the fall of 1972, a model EBCE program began operating in the Tigard, Oregon School District with the sponsorship and technical assistance of the Northwest Regional Educational Laboratory (NWREL) and with funding from the U.S. Office of Education (and later the National Institute of Education). This EBCE program is still in operation, and its funding and management have been assumed by the Tigard School District.

Since initiation of this original demonstration program, over 50 local EBCE programs around the country have been started with NWREL's Assistance (see IV-F). Although each has adapted the model to its own local needs and conditions, all programs exemplify the essential characteristics identified by NWREL. (See "Planning Next Steps With a District", II-D).

Beginning in 1977, the National Institute of Education has provided leadership for 17 states that have established statewide EBCE networks. Each of these states is developing the capability of providing for the dissemination of EBCE through awareness and training services to interested education agencies, with adaptations as needed. (See V-B.)

The fact that EBCE is adaptable to local district needs is one of its most appealing and exciting aspects. Although it was developed as a full-time program for a cross-section of 11th and 12th graders, these and other particulars can change without threatening a program's integrity to the central EBCE philosophy that learning should be--

1. individualized and personalized
2. community based
3. experience-based and performance-based
4. integrated through application in real situations
5. part of one's ongoing career/life development

(For a quick review of these concepts, see the EBCE Overview Brochure, IV-B.)

Always in planning with a specific district, custom tailoring EBCE requires equally thorough knowledge of local needs and what the EBCE curriculum has to offer. Please keep this point in mind as you examine the following list of ways in which various NWREL EBCE

programs around the country have made EBCE best serve their identified student population. Also remember that this is only a partial list of the variables and local situations. It is offered here to underscore EBCE's adaptability, not to attempt an exhaustive description of local programs.

SOME WAYS IN WHICH NWREL EBCE PROGRAMS VARY

Areas in Which Credit is Awarded

Elective: most programs; Evergreen AL (1¼ units/semester)
Career Education: Rocky Ford, CO grants career education elective credit (600 students, grades 7-10; encourage interested teachers to infuse)
Academic subject areas:
English and Social Studies: Bellevue, WA
Medford, OR (agreed separately with each school)
Elective and required credit: Cheyenne and Lander, WY (contrast with Laramie, WY=elective only)

Funding Source

School district funds: Hillsboro, OR (began with $17,000 Vocational Disadvantaged and Handicapped money)
Vocational Education Act, Part D: most programs; Medford, OR
Career Education, USOE: Jefferson County, CO (senior high gifted and talented program)
Title IV-C: Jefferson County, CO (junior high gifted and talented program)
CETA: Media, PA

Amount of Time in Program

Full-time, one (or more) year(s): most programs
One semester only: Decatur, IL
Three plus periods: Evergreen, AL (one semester)
Two periods: Cordova, AK

Learning Center Location

Off-campus: Pocatello, ID
On-campus, not in home school: Evergreen, AL
On-campus, in home school: Newark, DE; Tigard, OR; Hillsboro, OR; (Social Studies Building)

Students Served

Cross-section: most EBCE programs begun before 1976-77
Disadvantaged: Media, PA
Gifted and Talented: Jefferson County, CO; Wayne-Westland, MI (summer)

Students Served (cont'd)

Special Education: Storey County, NV
Migrant/bilingual: Mission, Texas and Yakima, WA
Mexican-American: San Antonio, TX

Grade Level

Junior high: Cordova, AK; Jefferson County, CO
High school. Most EBCE programs
College: Western Nevada Community College, Carson City (also secondary--high school diploma or community college credits)

Staffing

One or two staff: Colville, WA
Project Director, Learning Manager(s), Employer Relations Specialist(s): most sites
Project Director, Learning Manager and Employer Relations Specialist role combined: Kennewick, WA; Medford, OR

Learning Strategies

Evergreen, AL; five projects, seven competencies, three explorations, one learning level journal
Jefferson County Gifted and Talented: exploration, learning level project, four competencies, guidance groups, seminars

SECTION IV-I:

SOME TYPICAL QUESTIONS AND ANSWERS ABOUT EBCE

SOME TYPICAL QUESTIONS AND ANSWERS ABOUT EBCE

Questions About Students

1. What kind of student is EBCE for?

EBCE has worked well for junior high, secondary and adult students with a great variety of ability levels and personal backgrounds. Programs have been successful with drop-out, honors, handicapped, special education and gifted and talented students. The common denominator for a successful EBCE student seems to be a desire to learn in a more experiential way in the adult world outside the traditional school.

Students who like to know why they need to learn certain things, who want to assume more responsibility for their actions and decisions, who can seek answers to open-ended questions--these students will thrive in an EBCE program.

2. What does EBCE offer students that they can't get in the existing school program?

EBCE offers students an opportunity to achieve educational objectives in an integrated, applied and experiential mode. Students learn about adult responsibilities and expectations through experiencing them daily. They have a chance to make real choices about things that really matter to them. They experience a genuine transitional pathway to adulthood.

3. Can EBCE students get regular high school diplomas?

EBCE programs need to determine what they need to do in their school and through their State Department of Education to make certain that EBCE learning requirements meet state graduation requirements. EBCE students receive high school diplomas identical to those received by students in traditional classes.

4. Would a graduate of EBCE have difficulty getting into college?

EBCE graduates have experienced no difficulty in being admitted to the college or university of their choice. If a student identifies a particular institution of interest, the EBCE staff can help the student ascertain whether any particular requirements (for example, A's in physics and chemistry) will be necessary for admission. The student can then plan a program that includes taking those required classes in the traditional mode. However, in most cases such special arrangements are not necessary.

5. Can students take some regular classes and still be in the EBCE Program?

Yes. Students should have that option. In fact, some EBCE programs require students to enroll in one or two traditional classes.

6. Can EBCE students participate in extra-curricular activities?

EBCE students should remain full-fledged participants in their high school, with access to all services available to other students. They have merely opted for an alternative learning program within that school.

7. How is it decided who gets into the program?

That can depend on many variables, including the purpose of your program and your commitments to a funding source. If the program is open to any interested student, programs sometimes do a random selection from applicants to fill a limited number of openings.

8. Do EBCE students miss out on basic skills development or academic subject matter?

No. The EBCE program is comprehensive, individualized and flexible. Special learning needs are identified and student programs planned to address those needs, including basic and academic skills.

Questions About Costs

9. How much does it cost to operate an EBCE program?

People who are eager and determined to start an EBCE program do so with whatever resources are available; those who have lavish resources to operate an EBCE program usually manage to spend all the money they get. There are examples of fine EBCE programs at both of these extremes and at many points along the continuum. The programs in Colville, Washington and Hillsboro, Oregon for instance, have operated excellent high fidelity EBCE programs for several years at a per pupil cost no greater than the average in their high schools. Others who have started up with large grants must go through a transition to budgeting more comparable to the rest of their district as they approach the end of the grant period.

10. What kinds of special operational cost items does the program entail?

An EBCE program requires an allocation of resources different from most school programs. Because of the emphasis on learning experiences developed around actual adult activities at local work sites, the program requires very little of the equipment needed by vocational programs and the books and materials needed by the academic classes.

Instead of these resources, the EBCE program requires its own telephone (preferably its own number), access to far more than average transportation resources, and extra staff to maintain community resources. However, the latter may serve a school-wide function and thus distribute these costs across several programs.

11. How much lead time for planning should an EBCE program allow before starting with students?

It is desirable that the staff selected to set up and operate the EBCE program have three to six weeks after the program details have been planned. This allows time for inservice training, curriculum development, initiating community site recruitment, setting up the facility, establishing the recordkeeping system, and just generally preparing for the arrival of students.

12. What kind of start-up costs should be anticipated?

Major start-up costs include extra salaries for the three- to six-week period allowed staff for preparation, costs of EBCE planning and staff training inservice, purchase of minimal EBCE staff and student materials, reproduction costs for program forms and some materials, and costs associated with setting up the learning center (such as installing telephones and purchasing items such as area dividers and file cabinets).

13. What are potential sources for operational or start-up funds?

Education agencies have used a variety of funding sources to obtain funds to start up an EBCE program, sometimes establishing the program initially for a special population of students. Funding sources that have been used include CETA, Title IV C of the ESEA, Title I, state gifted and talented, state migrant, state vocational education, state career education and state special education.

Other Questions About the Program

14. How does EBCE differ from a cooperative work experience program?

EBCE can provide a comprehensive alternative learning program that includes academic, basic and life skills activities in addition to career development. The major emphasis in the EBCE career development component is on the development, through regular experience and application, of career decisionmaking and goal planning skills; job-seeking and job-holding skills; and skills in locating and using job market and educational information to lend reality to the goals and plans being developed. Students' career related experiences at sites are not for the purpose of productivity for the employer and not necessarily for the acquisition of specific job skills by the student. Students explore careers all along the ladder of their career goals, in order to make more reasoned choices about appropriate goals and first steps.

15. What kinds of credit can students earn in EBCE?

This depends on specific state and local regulations and how the curriculum, staffing and reporting procedures are developed by a program. Many EBCE programs provide the opportunity for students to earn the full range of credit options in that school. Others offer a part-time EBCE program for elective credit and students take regular classes to fulfill specific credit requirements. In fact, the different arrangements for awarding credit are extremely numerous; each EBCE program arrives at the solution that best satisfies their needs within their local structure.

16. What does evaluation data reveal about EBCE's effectiveness?

EBCE has been evaluated by a great variety of agencies and means throughout its existence. It continues to fulfill its identified goals and objectives to the satisfaction of these agencies. Early in its history it presented evaluation findings to the Joint Dissemination Review Panel (JDRP) and was approved by that body as a qualified participant in the National Diffusion Network. (See IV-J following for a summary of specific evaluation results.)

17. How does the school keep track of what students are doing at community site placements?

EBCE students, staff and community resource people work together closely to plan learning activities students will be engaged in during site placements. Though individualized,

these activities are carefully planned to address established curriculum objectives. Performance criteria and due dates for the students' work are clearly identified and monitored by staff.

In addition EBCE has developed a highly effective accountability and recordkeeping system that allows program staff to keep track of students' off-campus schedules and to learn immediately if they are not keeping appointments or fulfilling contracts.

18. Can you really recruit enough community resource people to meet student needs?

EBCE staffs have found that after an initial period of getting the program known in the community, the support of the resource people is one of the program's greatest strengths. NWREL recommends that full time programs maintain an active site network of approximately two sites per student. Programs in small agricultural communities as well as those in large urban areas have been able to enlist this kind of community site involvement. What's more, these community resource people maintain their enthusiastic support of EBCE over the years--typically, 95% each year say they will continue with the program the following year.

SECTION IV-J:

Evaluating EBCE

For copies of this report contact the Education and Work Program, Northwest Regional Educational Laboratory.

EVALUATING EXPERIENCE-BASED CAREER EDUCATION
Pilot and Demonstration Sites
1975-76

Experience-Based Career Education (EBCE) provides secondary students with a vital alternative educational program that integrates academic learning, career experiences and life skill development through direct learning experiences in the community. Begun in 1971 and sponsored by the National Institute of Education, EBCE has been developed and implemented through four regional educational laboratories — Appalachia Educational Laboratory (AEL), Far West Laboratory for Research and Development (FWL), Northwest Regional Educational Laboratory (NWREL) and Research for Better Schools (RBS).

Working from a set of common guidelines, the laboratories evolved four distinct EBCE models encompassing several essential characteristics central to all EBCE programs:

- **Programs involve community sites as the locus for student learning experiences.**
- **EBCE is student-centered, with individualized programs based on the students' career and academic needs.**
- **EBCE integrates academic learning with career learning.**
- **Programs involve both college-bound and vocationally oriented youth and provide a direct means of preparing them for the choices and responsibilities they will encounter as young adults.**

The 1975-76 school year was particularly important for the continued growth and development of EBCE. During this year 16 school districts in 12 states agreed to become pilot sites, each adopting one of the four EBCE models, and using their regular, locally generated funds for implementation. These new EBCE programs worked closely with sponsoring laboratories to provide important data on the various ways EBCE can be successfully implemented in a variety of school settings without additional federal funds and with widely varying local educational resources.

Data for this report were gathered from all 16 pilot sites. Since all but two of the sites initiated programs in the fall or spring of 1975-76,* a major portion of the year's evaluation activities focused on helping program staffs improve their EBCE operations and testing out a number of potential evaluation instruments for relevance and sensitivity in detecting program outcomes. Information from the new EBCE pilot sites is particularly relevant to those considering adopting an EBCE program and begins to provide comprehensive answers to questions such as these:

- **Can EBCE be implemented in widely differing settings and without extraordinary educational resources?**
- **Were EBCE participants satisfied with the learning alternatives provided?**
- **Are program goals such as maintaining academic skills, improving career knowledge, interpersonal skills and attitudes toward learning being achieved at the new sites?**

Recognizing that a number of the programmatic outcomes from a new site may not become apparent until the site has been functioning for a few years, this summary draws together findings on the initial impact and effectiveness of new EBCE sites, outcomes from a study of the effects of two-year participation on EBCE students in the original development/demonstration sites and results from a followup of EBCE graduates.

PILOT SITE FINDINGS

In 1975-1976, EBCE programs were successfully implemented in 12 states — Pennsylvania, New Jersey, Delaware, Georgia, Louisiana, Iowa, Alaska, Oregon, Utah, Washington, California and New York — and in communities that included isolated rural areas, small towns, suburbs and urban centers. Facilities and student populations showed similar variations:

- **Home base for EBCE programs has ranged from classrooms to mobile trailers.**
- **Across all pilot sites, more than 700 students participated in EBCE programs with slightly more female students than male students enrolled. Approximately four-fifths of these students were juniors or seniors and one-fifth were sophomores.**

In looking at students' educational plans, more than half planned on entering two- or four-year postsecondary programs following high school graduation. One-third indicated they planned on working full-time immediately after graduation. Occupational plans of EBCE students revealed that more than half had professional or business interests, while only six percent planned to work at semiskilled or unskilled jobs. Five percent planned on being homemakers.

** Two of the pilot sites had been operating EBCE programs during the 1974-75 school year.*

Reasons for entering EBCE

Students at all sites repeatedly specified the following reasons as major motivations for entering EBCE: to develop post-high school plans, to learn about careers, to learn according to their own interests and learning style and to receive job preparation or training. More than one-third of the students who commented on prior school experiences said they were influenced to join EBCE because of dissatisfaction with their previous traditional school environments.

Participants' attitudes toward EBCE

One of the important considerations for new programs is whether EBCE will attract a strong enough following among students, parents and community resource persons to make the program viable. Despite the fact that all of the sites were grappling with the complexities of implementing new educational strategies, participants at the pilot sites expressed these views about the EBCE program:

Student Attitudes. Two-thirds of the students surveyed thought they were more motivated to learn in EBCE than in traditional school programs. A similar number stated that EBCE offered more opportunities for general learning than regular high schools and more than four-fifths thought they had learned more about occupations.

When students were asked to describe the benefits they received from EBCE participation, the four reasons most frequently mentioned were learning about themselves, gaining self-confidence, learning to make decisions and improving interpersonal skills with adults and fellow classmates. Finally, 74 percent of the students said they would definitely be willing to repeat their EBCE program, while only 12 percent said they would not.

Parent Attitudes. More than four-fifths of the parents at pilot sites across the country thought their children preferred EBCE over previous school experiences. Close to three-fourths believed EBCE provided more opportunities for learning, and more than three-fourths of the parents thought their youngsters were more motivated to learn in EBCE than in traditional programs.

When parents were asked what changes they perceived in their youngsters as a result of the program, the five areas most consistently mentioned were increased self-confidence, greater maturity and self-direction, greater acceptance of responsibility, improved communication with adults and better understanding of jobs. An important additional outcome reported by more than half the parents at the pilot sites of two laboratories was a marked increase in daily communications with their sons or daughters.

Finally, a strongly supportive four-fifths of the parents said they would be willing to have their son or daughter repeat the EBCE experience, while only approximately one-tenth said they would not elect to have their youngsters participate again.

Community Resource Person Attitudes. Community resource persons are at the heart of the EBCE program. They are responsible for providing direct learning experiences for students at community sites that include private industry, public services, labor unions, governmental agencies and volunteer organizations.

Since students may spend up to 80 percent of their time with resource persons at learning sites, these community volunteers acquire an indepth perspective on the program, as well as its impact on students and the viability of EBCE learning strategies at the community site. To find out how resource persons in the pilot site programs viewed EBCE, questionnaires were distributed in the spring of 1976. More than four-fifths of the 382 resource persons responding to the questionnaires indicated a willingness to continue with EBCE.

When resource persons were asked to specify the strengths of EBCE, these four were most frequently mentioned: exposure to the world of work and real life situations, opportunity to learn about careers, chance to explore different career areas and help in clarifying career plans.

Resource persons noted that many students demonstrated increased personal skills and greater self-confidence and maturity during their EBCE experience. Program weaknesses mentioned by a small number of resource persons included students not being able to handle their new freedom and inadequate progress in basic skills achievement. A majority of community resource persons from the pilot sites also commented on organizational benefits from EBCE participation. The benefits specified included increased employee interest in work and positive effects on the quality and quantity of work performed. A final impressive indication of the support of resource persons for EBCE is the fact that an overwhelming 95 percent said they were willing to recommend EBCE to other potential community resource people.

The effect on students' academic skills

Recognizing that the first year of a new educational program may not be totally smooth (both staff and students will be spending some time simply getting the program off the ground), the EBCE evaluation design did not require measurement of academic skill achievement during the pilot sites' first program year. Student outcomes will, however, be the major focus for pilot site evaluations in the second program year.

At three sites, however, EBCE students' results on the *Comprehensive Test of Basic Skills* were compared with those of a peer control group. The comparisons indicated that EBCE students did as well or better on two of the three CTBS subtests. These limited first-year data seem to support a basic goal of the program — that EBCE students will maintain levels of academic performance at least comparable to control group students, despite the fact that EBCE students will be spending up to 80 percent of their time in learning activities outside the traditional classroom.

Other noteworthy outcomes at the pilot sites

In testing various evaluation instruments and preparing for a more detailed evaluation of student outcomes in the second year, several of the sites also submitted additional important program findings for 1975-76. Although the data do not indicate that these findings are necessarily common to all sites, they are included to give the reader more perspective on EBCE as it has been implemented in widely differing contexts:

- **More than half of the students at one laboratory's pilot sites reported changes in their career plans, principally as a result of their job site experiences. They indicated that their EBCE job site experiences had a major influence on career selection.**

- At another laboratory's pilot sites, there was evidence that students who entered EBCE with negative attitudes toward school indicated substantially more positive views after their EBCE experience.

- At one pilot site, substantial improvement in attendance rates occurred. During 1975-76, students' attendance averaged 90 percent compared to 36 percent prior to entrance into EBCE.

- All sites made particular mention of students' increased skill in communicating with adults and peers. Students themselves perceived improved interpersonal skills as one of the real benefits of the program and a substantial number of parents at the pilot sites of two laboratories commented on the noticeable increase in their youngsters' interest and willingness to talk about school.

All in all, these positive but limited first-year findings tend to reinforce the hypothesis that pilot sites can begin and maintain viable EBCE programs using their own resources. Evaluation data for 1976-77, which will take a more comprehensive look at student outcomes, should provide additional and more definitive data on the utility of the EBCE models.

THE EFFECTS OF TWO-YEAR PARTICIPATION ON EBCE STUDENTS

Two of the four original development/demonstration sites have studied the effects of EBCE on students who were in the program for two years. This study was completed in the areas of career skills, life skills and basic skills. RBS Laboratory evaluated 68 EBCE students and 36 control group students over a two-year time span. NWREL had complete data for a two-year period on 14 EBCE students. The instruments selected by RBS to assess student growth in career skills, life skills and basic skills were the *Career Maturity Inventory, Career Attitude Survey, Self-Directed Interest Inventory, Assessment of Student Attitudes Toward Learning Environments, Berger Acceptance of Self Scale* and the *Comprehensive Test of Basic Skills*. NWREL administered the *Psychosocial Maturity Scale, Self-Directed Search*. and *Comprehensive Test of Basic Skills*.

Student growth in career skills

At the RBS demonstration site, evaluators looked for changes in measures of career knowledge and career maturity. Results on the *Career Maturity Inventory* indicated that EBCE students demonstrated significant growth in career knowledge both within each year and over the two-year time span. Moreover, cumulative growth was significantly superior for the EBCE students in comparison to the control group.

On career maturity measures, students in both the RBS EBCE group and control group showed no growth during the first year on the *Career Attitude Survey*. During the second year, however, the EBCE students demonstrated significantly greater growth than control group students. On a cumulative basis, results were also significantly in favor of the EBCE group.

Overall, results for RBS students strongly support program effectiveness in the career skills area. EBCE students' growth in measures of career knowledge and most career-related attitudes was superior to the growth of the control groups for each of the program years and for the cumulative two-year period.

Changes in life skills

Results on measures of learning-related attitudes and self-concept at RBS's demonstration site strongly support the program's efficacy in life skills. During each program year, EBCE students showed increased growth on the five subscales of the *Assessment of Student Attitudes Toward Learning Environments*. First-year growth occurred in subscales measuring student attitudes toward school curriculum, school counseling and learning environments. Second-year increases occurred in attitudes toward education in general, school resources and learning environments. Over the two years, EBCE students gained significantly more in all five subscales than the control group. In self-concept, first-year growth of EBCE students was nonsignificant, but second-year and cumulative growth was significant and was, in addition, superior to the control group's growth in self-concept over the two-year period.

Changes in students' basic academic skills

On the *Comprehensive Test of Basic Skills* students at NWREL's demonstration site showed significant growth in reading comprehension, arithmetic concepts and arithmetic applications during the first year but not on a two-year cumulative basis. RBS students exhibited significant first-year growth on the two arithmetic subtests and significant second-year growth on all three subtests: arithmetic concepts and applications and reading comprehension. During the second year, EBCE students were superior to the control group in reading comprehension and arithmetic applications. Two-year cumulative growth for EBCE students at the RBS demonstration site was also significant on all CTBS subtests, and comparative growth over the two years was significantly superior to the control group in both arithmetic subtests.

Evaluation of students' participation at RBS and NWREL demonstration sites points to benefits from both one- and two-year involvement in EBCE. Furthermore, RBS's study of the cumulative effects of two-year participation demonstrates real advantages in longer student involvement in EBCE. At RBS, second-year students not only replicated first-year growth but also exhibited additional growth in career maturity, self-concept and reading comprehension. In comparing EBCE and control group student performance during the second year, EBCE student outcomes were significantly superior to control group performance in career maturity, learning-related attitudes, self-concept and basic skills. Over the two-year cumulative study, EBCE students showed significant superiority to the control group's performance in career skills, life skills and in the arithmetic area of basic skills.

EBCE GRADUATES

Followup studies of EBCE graduates by Far West Laboratory and 1972, 1973 and 1974 graduates from all four demonstration sites surveyed by Educational Testing Service, a third-party evaluator, provided important perspectives on EBCE graduates' educational plans and the long-range impact of EBCE participation. Results from both studies showed that a substantial percentage of EBCE graduates were continuing their education. Sixty-four percent of the Far West graduates and 44 percent of the graduates interviewed by ETS were in school at the time of their interviews. The majority of these were enrolled in four-year college programs.

Graduates' attitudes about EBCE participation

One hundred and eighty-six graduates were contacted and interviewed by the third-party evaluator and asked two particularly important questions about the perceived effects of EBCE participation. In the first question, students were asked to comment on the effect EBCE had on their preparation for further education and for jobs. Seventy-eight percent of EBCE graduates interviewed reported that their program experience had helped prepare them for further education, and 82 percent said it had a positive effect on their job preparation.

In a second question students were asked which aspects of the EBCE program they now felt to be most useful to them. The following are the four most frequently mentioned:

- **Learning how to plan a career**
- **Knowing one's own likes and dislikes**
- **Acquiring responsibility, self-reliance and confidence**
- **Learning how to relate to the "real world"**

When asked what they liked best about the program, almost half the students specified the freedom to move at their own pace and to choose their own activities. Forty-six percent indicated they liked the community site experience best. Overall EBCE graduates remained favorably impressed with the program, voiced strong support for major program features and said that EBCE had helped them prepare for both further education and employment.

SUMMARY

Data from the 16 EBCE pilot sites developed during 1975-76 provide evidence that EBCE can be successfully implemented in local schools without additional federal monies and with widely differing educational resources, staffs, student populations and physical facilities. Outcomes from the past year's expansion of EBCE programs and demonstration site evaluations illustrate the following:

- **EBCE strategies have proven highly applicable to communities ranging from rural, small-town, suburban to urban and with differing student populations. Evidence indicates that EBCE works equally well for students with college aspirations and students planning on entering the work force immediately after high school graduation.**
- **The sponsoring laboratories' carefully developed technical assistance and training programs have been successful in communicating essential program elements and in preparing new staff to implement high-quality EBCE programs.**
- **Students, parents and resource persons are very enthusiastic and supportive of EBCE, even in the first year of pilot programs.**
- **Community resource persons, essential to the successful functioning of EBCE, are not only willing to continue in the programs, but are also willing to recommend EBCE overwhelmingly to other potential community organizations. This result indicates that EBCE programs are able to generate strong support and cooperation from the community.**
- **One demonstration site has exhibited convincing evidence of the cumulative benefits for students participating in EBCE for two years.**
- **Graduates of EBCE programs evaluated during the last two years have remarked that the experience definitely helped to prepare them for further education and for occupations. Their impressions of the program, even after several years, are very positive.**

In summary, the outcomes from this year's implementation and evaluation efforts provide an encouraging picture for the continued expansion and development of Experience-Based Career Education in schools throughout the country.

For additional information, contact any of the following:

- EBCE Program
  Appalachia Educational Laboratory
  P.O. Box 1348
  Charleston, West Virginia 25325
- EBCE Program
  Far West Laboratory for Educational Research and Development
  1855 Folsom Street
  San Francisco, California 94103
- Education and Work Program
  Northwest Regional Educational Laboratory
  710 S.W. Second Avenue
  Portland, Oregon 97204
- EBCE Program
  Research for Better Schools
  Suite 1700
  1700 Market Street
  Philadelphia, Pennsylvania 19103

SECTION IV-K:

EBCE CURRICULUM QUIZZES

EBCE CURRICULUM OVERVIEW QUIZ

1. List at least five major characteristics of EBCE.

   _____ _____

   _____ _____

   _____ _____

   _____ _____

2. Name the three curriculum components.

   _____

   _____

   _____

3. What are the six steps or phases in the process of individualizing student learning with the EBCE curriculum structure and requirements?

   _____ _____

   _____ _____

   _____ _____

4. To what stage of the individualization process does this quiz correspond?

   _____

EBCE LEARNING STRATEGIES QUIZ

1. Try to identify the following descriptions of learning strategies without reference to materials. Then check your answer by referring to materials.

_____	Short-term site placement Requirement: at least 5 per year Main purpose: students acquire career decision-making skills
_____	Major learning strategy for Life Skills Integrates all three curriculum components Requirement: 10 per year
_____	Long-term site placement Students do projects Acquire some job skills
_____	Coping skills for adulthood Specific to local community Certified by workers in community Required of all students
_____	Main purpose: to cause students to reflect on their experiences Gives staff insight into what students are feeling Improves communication skills and encourages staff/student dialogue
_____	Discussion of important work issues Community people come to learning center

2. Name the learning strategies that are implemented primarily in the community:

_____

_____

_____

SECTION V-A:

MATERIALS AND SERVICES AVAILABLE FROM NWREL

PROJECT TITLE EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Northwest Regional Educational Laboratory]

MATERIAL TITLE	USE: Awareness	Training	Evaluation	Management	Instruction	Special Equipment	NEED: Essential	Optional	COST: Purchase Price	Rental Rate	Free	Unit	DISTRIBUTOR	Year Published	Copyright? Yes	No
EBCE Overview Brochure	X						X				X	1-10 copies	Project	1976	X	
EBCE User Handbooks	X	X	X	X	X		X		$ 125.00*			set of 5	"	"		X
Slide/Tape I: Introduction to EBCE	X				X			X	135.00*	free loan		set	Contact project for free loan; to purchase, contact Odyssey Productions; 123 NW Second Ave.; Portland, OR 97209	"		
Slide/Tape II: EBCE Learning Strategy		X						X	"	"		"	" "	"		
Experience-Based Learning: How to Make the Community Your Classroom	X	X		X	X			X	9.45*			each	Project	1977		X
Community Resource Person's Guide		X						X	.95*			"	"	"		X
Student Competencies Guide					X			X	1.95*			"	"	"		X
Student Guide to Writing a Journal					X			X	1.50*			"	"	"		X
Student Record of Community Explorations					X			X	"			"	"	"		X
Learning Manager Negotiation with Student (video casette)	X	X			X			X		"		"	"	"	X	
Learning Site Analysis of Radio Station (video casette)	X	X			X			X		"		"	"	"	X	
EBCE Trainer's Handbook		X		X			X			"		"	"	1978	X	

*Prices subject to change

CONTACT: Rex Hagans, Program Director; Education and Work Program; Northwest Regional Educational Laboratory; 710 S.W. Second Ave.; Portland, OR 97204. (503) 248-6822.

This price list is intended to accompany the list of materials and services in II-D.

Northwest Regional Educational Laboratory

PRICE LIST
Training and Materials
Experience-Based Career Education

This sheet is intended to accompany the blue flyer entitled "Experience-Based Career Education: Making It Work For You."

A

EBCE Awareness Session--attending participants pay their own travel costs to Portland or pay the cost of travel and per diem of NWREL staff to the local site.

Slide/Tape Presentation #1: Introduction to EBCE--available at no cost to interested agencies and communities. On loan on a first-come first-served basis.

Can also be purchased directly from:

Odyssey Productions, Inc.
123 NW Second Avenue
Portland, OR 97209
(503) 223-3480

Complete Package at
$190 includes:

1 Tray of 140 slides
1 Inaudibly Pulsed 100Hz Cassette
1 Audibly Pulsed Cassette
1 Script
1 Plastic Mailer
1 Set of Directions

EBCE Program Brochure--the first ten copies of the brochure are free to an interested district. Additional copies are available for 20¢ a copy.

B

Slide/Tape Presentation #2: EBCE Learning Strategies--available at no cost to interested agencies and communities. On loan on a first-come first-served basis. To purchase this slide/tape presentation, see price and ordering information under [A] .

EBCE Program Analysis Session--attending participants pay their own travel costs to Portland and NWREL staff costs or pay NWREL staff costs plus per diem, round trip coach air fare and ground transportation costs necessary for NWREL staff to reach local sites.

3/15/79

C

EBCE Planning and Staff Training Session--the above mentioned NWREL staff costs apply. An interested agency should note that this training takes place in two sessions, and that the cost of two round trip coach air fares, plus per diem and ground transportation will be necessary.

Project Ideabook: Sample Student Projects Using the Community--available at cost as a supplement to staff training. Contains more than 50 sample projects. $14.00

EBCE Handbooks--a full set of the five EBCE Handbooks costs $125. This includes:

Management & Organization
Curriculum & Instruction
Employer/Community Resources
Student Services
Program Evaluation

Trainer's Handbook. On loan on a first come first served basis; not available for purchase.

D

EBCE Program Analysis Session--same as [B], page 1.

Seminar on How to Adopt EBCE Strategies--cost per participant per each day of seminar is $20.00 including basic reference materials (Project Ideabook is extra; see [C] above). If the seminar is to be held outside of the Portland area, round trip coach air fare, ground transportation, and per diem will be included in the cost of the seminar.

*Experience-Based Learning Materials for the Classroom--

Experience-Based Learning: How to Make the Community Your Classroom--260-page book on community-based experiential learning strategies that are adaptable to a variety of educational settings. Includes more than 25 sample student learning projects and an extensive bibliography. $10.50

Supplementary Materials:

Student Guide to Writing a Journal--16-page consumable student guidebook with suggestions for writing a journal to a staff correspondent as an experience-based learning process. 1.95

**For ordering the Experience-Based Learning Materials for the Classroom, send purchase order or prepayment to:*

Office of Marketing
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204

171

Student Competencies Guide: Survival Skills for a Changing World--44-page consumable student workbook with step-by-step directions for gaining community certification in 13 competencies identified in experience-based learning programs as essential for adult living. $ 2.45

Student Record of Community Exploration--24-page consumable student workbook with specific activities to help students organize a career exploration into a logical process of investigation. Includes Site Information Form. Students need one workbook per site. 1.95

Community Resource Person's Guide for Experience-Based Learning--24-page guide for volunteer resource people to help them work effectively with students during explorations and more indepth learning projects in the community. 1.50

E

Program Evaluation Handbook--the EBCE Program Evaluation Handbook is included in the complete set of EBCE Handbooks priced under [C] above. Single copies are available at $25 each.

Consulting--assistance in designing evaluation plans and the conduct of third party evaluations are available from NWREL. Costs include: staff costs plus round trip coach air fare, ground transportation and per diem. Workshops for training in evaluation of EBCE may also be arranged.

For all services and materials except the Experience-Based Learning Materials for the Classroom, contact:

Education and Work Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204 (503) 248-6822

SECTION V-B:

MATERIALS AND SERVICES AVAILABLE ELSEWHERE

MATERIALS & SERVICES AVAILABLE ELSEWHERE

There are four major sources of NWREL/EBCE information and assistance available to you:

1. Regional labs and centers. Although Northwest Regional Educational Laboratory developed an EBCE model distinct from those of the other three labs, any one of the four organizations can provide information, training and technical assistance. Their addresses are listed in the EBCE flyer which is the first sample material in Section IV: General Program Information.

2. State EBCE coordinators. In FY 1976-77 and 77-78, seventeen states received support from NIE to develop state-wide EBCE dissemination networks. Those EBCE Coordinators are good sources of information about NWREL and programs in their states. Their names and addresses are listed on the following sheet.

3. Local NWREL EBCE programs. In Section IV: General Information, all operating NWREL EBCE sites across the country are listed and briefly described. These sites are accustomed to requests for information about their program.

4. The National Institute of Education. NIE is the national-level organization which, along with the U.S. Office of Education, sponsored development of the original EBCE models and has supported its growth in various ways since 1972. For their mailing address, see the EBCE flyer (Section IV-A).

EBCE COORDINATORS IN NIE STATE STRATEGY STATES

Anita Barber
State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130

Jannice Cromwell
Colorado Department of Education
State Office Building
201 Colfax
Denver, Colorado 80203

Leila Lewis
Consultant
Career Education
State of Idaho
State Superintendent of
Public Instruction
Boise, Idaho

Nona Janssen
EBCE State Coordinator
Illinois Office of Education
100 North First
Springfield, IL 62777

Dorothy Brown
Support Service Staff
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Dorothy Alexander
Career Education
Commonwealth of Kentucky
Department of Education
Frankfort, Kentucky 40601

John Moran
State of Maine
Department of Education
Augusta, Maine 04333

Niel Carey
Maryland State Department of Education
Division of Instructional Services
Box 8717 BWI Airport
Baltimore, Maryland 21240

Geri Poskosh-Brehm
Career Education Specialist
Division of Occupational Education
Mass. Department of Education
31 St. James Avenue
Boston, Massachusetts 02116

Jim Bean, EBCE Coordinator
Department of Education
400 W. King Street
Carson City, NV 89701

John A. Wanat, Director
Cooperative Vocational/Technical
Education
State Department of Education
Trenton, New Jersey 08625

Sharon Martin
Oregon Department of Public
Instruction
942 Lancaster Drive, N.E.
Salem, Oregon 97310

John Christopher
Director of Career Education
Penn. Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Carl Hoffmeyer
EBCE Project Director
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Lynn Jensen
Utah State Board of Education
250 East Fifth South Street
Salt Lake City, Utah 84111

Robert S. Meyer
Supervisor of Career Education
Wisconsin Dept. of Public
Instruction
126 Langdon Street
Madison, Wisconsin 53790

Mike Elliott, Coordinator
Career Education
Department of Education
Hathaway Building
Cheyenne, Wyoming 82002